

Main Criteria: National Theatre for Children
Secondary Criteria: North Carolina Standard Course of Study, Common Core State Standards
Subject: Language Arts
Grades: 6, 7, 8

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade 6 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R L.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R L.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.6	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A-Literacy.R I.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	CCSS.EL A-Literacy.R I.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL	Determine the meaning of words and phrases as they are used in a text, including

	A-Literacy.R I.6.4	figurative, connotative, and technical meanings
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.6	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A-Literacy. W.6.9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .6	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R L.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R L.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.7	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R I.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STRAND / DOMAIN	CCSS.EL A-Literacy.S L.7	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A-Literacy.L .7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	CCSS.EL A- Literacy.R L.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

	L.8.1c	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A- Literacy.L .8.4 d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

North Carolina Standard Course of Study

Language Arts

Grade 6 - Adopted: 2010

CONTENT AREA / STRAND	NC.CC.6. RL.	Reading Standards for Literature
STRAND / ESSENTIAL STANDARD		Key Ideas and Details
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT AREA / STRAND	NC.CC.6. RL.	Reading Standards for Literature
STRAND / ESSENTIAL STANDARD		Range of Reading and Level of Text Complexity
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA / STRAND	NC.CC.6. RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL		Key Ideas and Details

STANDARD		
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT AREA / STRAND	NC.CC.6.RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL STANDARD		Craft and Structure
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT AREA / STRAND	NC.CC.6.RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL STANDARD		Integration of Knowledge and Ideas
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT AREA / STRAND	NC.CC.6.W.	Writing Standards
STRAND / ESSENTIAL STANDARD		Research to Build and Present Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CLARIFYING OBJECTIVE	6.W.9.a.	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CONTENT AREA / STRAND	NC.CC.6.SL.	Speaking and Listening Standards
STRAND / ESSENTIAL STANDARD		Comprehension and Collaboration
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CLARIFYING OBJECTIVE	6.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CLARIFYING OBJECTIVE	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CLARIFYING OBJECTIVE	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CONTENT AREA / STRAND	NC.CC.6.L.	Language Standards
STRAND / ESSENTIAL STANDARD		Vocabulary Acquisition and Use
ESSENTIAL STANDARD / CLARIFYING	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE		
CLARIFYING OBJECTIVE	6.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CLARIFYING OBJECTIVE	6.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STRAND	NC.CC.6.L.	Language Standards
STRAND / ESSENTIAL STANDARD		Vocabulary Acquisition and Use
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**North Carolina Standard Course of Study
Language Arts**

Grade 7 - Adopted: 2010

CONTENT AREA / STRAND	NC.CC.7.RL.	Reading Standards for Literature
STRAND / ESSENTIAL STANDARD		Key Ideas and Details
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT AREA / STRAND	NC.CC.7.RL.	Reading Standards for Literature
STRAND / ESSENTIAL STANDARD		Range of Reading and Level of Text Complexity
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA / STRAND	NC.CC.7.RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL STANDARD		Key Ideas and Details
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT AREA / STRAND	NC.CC.7.RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL STANDARD		Craft and Structure

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT AREA / STRAND	NC.CC.7.SL.	Speaking and Listening Standards
STRAND / ESSENTIAL STANDARD		Comprehension and Collaboration
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CLARIFYING OBJECTIVE	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CLARIFYING OBJECTIVE	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CLARIFYING OBJECTIVE	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CLARIFYING OBJECTIVE	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT AREA / STRAND	NC.CC.7.L.	Language Standards
STRAND / ESSENTIAL STANDARD		Vocabulary Acquisition and Use
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CLARIFYING OBJECTIVE	7.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CLARIFYING OBJECTIVE	7.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STRAND	NC.CC.7.L.	Language Standards
STRAND / ESSENTIAL STANDARD		Vocabulary Acquisition and Use
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	7.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

North Carolina Standard Course of Study

Language Arts

Grade 8 - Adopted: 2010

CONTENT AREA / STRAND	NC.CC.8.RL.	Reading Standards for Literature
STRAND / ESSENTIAL STANDARD		Key Ideas and Details
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CONTENT AREA / STRAND	NC.CC.8.RL.	Reading Standards for Literature
STRAND / ESSENTIAL		Craft and Structure

STANDARD		
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT AREA / STRAND	NC.CC.8.RL.	Reading Standards for Literature
STRAND / ESSENTIAL STANDARD		Range of Reading and Level of Text Complexity
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CONTENT AREA / STRAND	NC.CC.8.RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL STANDARD		Key Ideas and Details
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CONTENT AREA / STRAND	NC.CC.8.RI.	Reading Standards for Informational Text
STRAND / ESSENTIAL STANDARD		Craft and Structure
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT AREA / STRAND	NC.CC.8.SL.	Speaking and Listening Standards
STRAND / ESSENTIAL STANDARD		Comprehension and Collaboration
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CLARIFYING OBJECTIVE	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CLARIFYING OBJECTIVE	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CLARIFYING OBJECTIVE	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CLARIFYING OBJECTIVE	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT AREA / STRAND	NC.CC.8.L.	Language Standards
STRAND / ESSENTIAL STANDARD		Vocabulary Acquisition and Use
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CLARIFYING OBJECTIVE	8.L.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CLARIFYING OBJECTIVE	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT AREA / STRAND	NC.CC.8.L.	Language Standards
STRAND / ESSENTIAL STANDARD		Vocabulary Acquisition and Use
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.