

# New York State ELAP Plus, Third Edition

## Grade 8, Form A Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>The Magnificent Taj Mahal</b>	1	RI.8.1	8R1
	2	RI.8.2	8R2
	3	RI.8.4	8R4
	4	RI.8.5	8R5
	5	RI.8.9	8R9
	6	RI.8.4	8R4
	7	RI.8.6	8R6
<b>An Unlikely Friendship</b>	8	RL.8.2	8R2
	9	RL.8.3	8R3
	10	RL.8.3	8R3
	11	RL.8.1	8R1
	12	RL.8.1	8R1
	13	RL.8.6	8R6
	14	RL.8.5	8R5
<b>Shapes in the Sand</b>	15	RI.8.7	8R7
	16	RI.8.3	8R3
	17	RI.8.1	8R1
	18	RI.8.1	8R1
	19	RI.8.4	8R4
	20	RI.8.2	8R2
	21	RI.8.5	8R5
<b>The Risks of Teens Driving Teens</b>	22	RI.8.2	8R2
	23	RI.8.4	8R4
	24	RI.8.5	8R5

## Grade 8, Form B Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
<b>The Many Ways of Learning</b>	1	RI.8.3	8R3
	2	RI.8.3	8R3
	3	RI.8.3	8R3
	4	RI.8.5	8R5
	5	RI.8.5	8R5
	6	RI.8.7	8R7
	7	RI.8.2	8R2
<b>The Red-Headed League</b>	8	RL.8.1	8R1
	9	RL.8.3	8R3
	10	RL.8.1	8R1
	11	RL.8.6	8R6
	12	RL.8.1	8R1
	13	RL.8.2	8R2
	14	RL.8.3	8R3
<b>Say “No” to Alaskan Oil Drilling</b>	15	RI.8.2	8R2
	16	RI.8.6	8R6
	17	RI.8.8	8R8
	18	RI.8.4	8R4
	19	RI.8.6	8R6
	20	RI.8.8	8R8
	21	RI.8.5	8R5

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	25	RI.8.8	8R8
	26	RI.8.6	8R6
	27	RI.8.8	8R8
	28	RI.8.6	8R6
<b>A Question of Good Neighbors</b>	29	RL.8.2	8R2
	30	RL.8.4	8R4
	31	RL.8.3	8R3
	32	RL.8.1	8R1
	33	RL.8.1	8R1
	34	RL.8.9	8R9
	35	RL.8.2	8R2
<b>Space Exploration Is a Must for the Future</b>	36	RI.8.6; W.8.2, 4, 5	8R6, 8W2
	37	RI.8.7; W.8.2, 4, 5	8R7, 8W2
	38	RI.8.3; W.8.2, 4, 5	8R3, 8W2
<b>The Gift of Fire</b>	39	RL.8.1; W.8.2, 4, 5	8R1, 8W2
	40	RL.8.3; W.8.2, 4, 5	8R3, 8W2
<b>A Very Unpleasant Night</b>	41	RL.8.9; W.8.2, 4, 5	8R9, 8W2
	42	RL.8.2; W.8.2, 4, 5	8R2, 8W2
	43	RI.8.5; W.8.2, 4, 5	8R5, 8W2

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Lesson Title	Q#	CCLS	Next Generation Standard
<b>Updating the Dictionary</b>	22	RI.8.7	8R7
	23	RI.8.3	8R3
	24	RI.8.6	8R6
	25	RI.8.2	8R2
	26	RI.8.4	8R4
	27	RI.8.1	8R1
	28	RI.8.3	8R3
<b>Snow Days</b>	29	RL.8.1	8R1
	30	RL.8.6	8R6
	31	RL.8.6	8R6
	32	RL.8.3	8R3
	33	RL.8.4	8R4
	34	RL.8.2	8R2
	35	RL.8.5	8R5
<b>The Fisherman and the Jinni</b>	36	RL.8.6; W.8.2, 4, 5	8R6, 8W2
	37	RL.8.1; W.8.2, 4, 5	8R1, 8W2
	38	RL.8.2; W.8.2, 4, 5	8R2, 8W2
<b>The Case for Locally Grown Foods</b>	39	RI.8.8; W.8.2, 4, 5	8R8, 8W2
	40	RI.8.6; W.8.2, 4, 5	8R6, 8W2
<b>Why Eating Locally Grown Foods Isn't Necessary</b>	41	RI.8.8; W.8.2, 4, 5	8R8, 8W2
	42	RI.8.9; W.8.2, 4, 5	8R9, 8W2
	43	RI.8.9; W.8.2, 4, 5	8R9, 8W2

Original Standard Code (2011)	Common Core Learning Standard	Next Generation Learning Standard
8R1	<p><b>RL</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<b>8R1</b> Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI & RL)
8R2	<p><b>RL</b> Determine a theme or central idea of a text and analyze its development over the course of the text, <del>including its relationship to the characters, setting, and plot</del>; provide an objective summary of the text.</p> <p><b>RI</b> Determine a central idea of a text and analyze its development over the course of the text, <del>including its relationship to supporting ideas</del>; provide an objective summary of the text.</p>	<b>8R2</b> Determine one or more themes or central ideas and analyze their development over the course of a text; summarize a text. (RI & RL)
8R3	<p><b>RL</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RI</b> <del>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</del></p>	<p><b>8R3</b> In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p><b>In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and are developed. (RI)</b></p>
8R4	<p><b>RL</b> 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, <del>including analogies or allusions to other texts.</del></p> <p><b>RI</b> 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, <del>including analogies or allusions to other texts.</del></p>	<b>8R4</b> 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, tone, <b>and mood, including words with multiple meanings.</b> (RI & RL).
8R5	<p><b>RL</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>RI</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<b>8R5</b> In literary texts and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, <b>theme or central idea.</b> (RI & RL)

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8R6	<p><b>RL</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</p> <p><b>RI</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>8R6</b> In literary texts, analyze how the differences between the point of view, <b>perspectives of the characters, the audience, or reader create effects such as mood and tone.</b> (RL)</p> <p>In informational texts, analyze how the author <b>addresses</b> conflicting evidence or viewpoints. (RI)</p>
8R7	<p><b>RL</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actor.</p> <p><b>RI</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital texts, video, multimedia) to present a particular topic or idea.</p>	<p><b>8R7 Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.</b> (RI &amp; RL)</p>
8R8	<p><b>RL</b> (Not applicable to literature)</p> <p><b>RI</b> <del>Delineate</del> and evaluate the argument and specific claims in a text, assessing whether the reasoning is <del>sound</del> and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>8R8 Trace</b> and evaluate an argument and specific claims in a text, assessing whether the reasoning is <b>valid</b> and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI &amp; RL)</p>
8R9	<p><b>RL</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>RI</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p><b>Omitted. See 8R9 (2017 Standards) for connections between texts.</b></p> <p><b>8R9</b> Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI &amp; RL)</p>
8R10	<p><b>RL</b> 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.</p> <p><b>RI</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>Please see the “Range of Student Reading Experiences for 8th Grade” section included in the introduction to the 8th Grade Standards.</b></p>

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8R11	<p>RL Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations:</p> <p>a. Self-select text to develop personal preferences.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p> <p>RI Not applicable to Reading for Information Standard</p>	<p><b>8R9 Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</b> (RI &amp; RL)</p>
8W1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>8W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>8W1a</b> Introduce a precise claim, acknowledge and distinguish the claim(s) from a <b>counterclaim</b>, and organize the reasons and evidence logically.</p> <p><b>8W1b</b> Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p><b>8W1c Use precise language and content-specific vocabulary to argue a claim.</b></p> <p><b>8W1d Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</b></p> <p><b>8W1e</b> Provide a concluding statement or section that <b>explains the significance of the argument presented.</b></p> <p><b>8W1f</b> Maintain a style <b>and tone appropriate to the writing task.</b></p>
8W2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>8W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>8W2a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, <b>using strategies such as definition, classification, comparison/contrast, and cause/effect.</b></p> <p><b>8W2b</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; <b>include formatting, graphics, and multimedia when useful to aid comprehension.</b></p> <p><b>8W2c</b> Use precise language and <b>content</b>-specific vocabulary to explain a topic.</p> <p><b>8W2d</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>8W2e</b> Provide a concluding statement or section that <b>explains the significance of the information presented.</b></p> <p><b>8W2f</b> Establish and maintain a style <b>appropriate to the writing task.</b></p>

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8W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and <del>well-structured event</del> sequences.</p> <p>a. Engage <del>and orient</del> the reader by establishing a context and point of view and introducing a narrator and/or characters; <del>organize an event sequence that unfolds naturally and logically</del>.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on <del>the narrated experiences or events</del>.</p>	<p><b>8W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and <b>clear</b> sequencing.</p> <p><b>8W3a</b> Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p> <p><b>8W3b</b> Use narrative techniques, such as dialogue, pacing, description, <b>and reflection</b> to develop experiences, events, and/or characters.</p> <p><b>8W3c</b> Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p><b>8W3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>8W3e</b> Provide a conclusion that follows from and reflects on what is <b>experienced, observed, or resolved over the course of the narrative</b>.</p>
8W4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p><b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b></p>
8W5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	
8W6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	
8W7	<p>Conduct <del>short</del> research <del>projects</del> to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	
		<p><b>8W6</b> Conduct research to answer questions, including self-generated questions, drawing on multiple sources, <b>refocusing the inquiry when appropriate</b>. Generate additional related questions that allow for multiple avenues of exploration.</p>

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8W8	Gather relevant information from multiple <del>print and digital</del> sources, <del>using search terms effectively</del> ; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>8W7</b> Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
8W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. <del>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</del> b. <del>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</del>	<b>8W5</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>Apply grade 8 Reading standards to both literary and informational text, where applicable.</b>
8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	<b>Please see the "Lifelong Practices of Writers." These Practices outline expectations for clear and coherent writing. Also see the section on "Production and Range of Writing" at the beginning of each grade level for more guidance.</b>
8W11	Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. <del>Make well-supported personal, cultural, textual, and thematic connections across genres.</del> b. <del>Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</del>	<b>8W4 Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience;</b> explain divergences from the original text when appropriate.

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8SL1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <del>on grade 8 topics, texts, and issues</del>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow <del>rules</del> for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>e. <del>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</del></p>	<p><b>8SL1</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><b>8SL1a</b> Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>8SL1b</b> Follow <b>norms</b> for collegial discussions, and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>8SL1c</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>8SL1d</b> Acknowledge new information expressed by others and, when warranted, qualify or justify personal views in light of the evidence presented.</p> <p><b>See 8SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</b></p>
8SL2	<p>Analyze the purpose of information presented in diverse <del>media</del> and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>a. <del>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</del></p>	<p><b>8SL2</b> Analyze the purpose of information presented in diverse formats (e.g., visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
8SL3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>8SL3</b> Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>
8SL4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, <del>sound</del> valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear <del>pronunciation</del>.</p>	<p><b>8SL4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear <b>enunciation</b>.</p>
8SL5	<p>Integrate <del>multimedia</del> and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>8SL5</b> Integrate <b>digital media</b> and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add interest <b>to engage the audience</b>.</p>
8SL6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	<p><b>8SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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8L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.	<b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6–8, the student is expected to know and be able to use these skills by the end of 8th grade.</b>
8L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	
8L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>8L3a</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
8L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <del>based on grade 8 reading and content</del> , choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).	<b>8L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. <b>8L4a</b> 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. <b>8L4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ). <b>8L4c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <b>8L4d</b> 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).

Original Standard Code (2011)	Common Core Learning Standard	Next Generation Learning Standard
8L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).	<b>8L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>8L5a</b> Interpret figurative language, including irony and puns, in context. <b>8L5b</b> Use the relationship between particular words to better understand each of the words. <b>8L5c</b> Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).
8L6	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.	<b>8L6</b> Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.