

8th Grade



A Teacher's Guide to the PARCC Model Content Frameworks

English Language Arts/Literacy
Common Core State Standards

The Letter and Spirit of 8th Grade.....

Reading

- ❖ Grapple with high-quality, nonfiction texts and great works of literature. (RL/RI.8.10 Starting in 8th grade, the focus of informational texts begins to shift from narrative to exposition. Students should know how to cite the textual evidence that most strongly supports an analysis or critique (RL/RI.8.1).
- ❖ Question an author's assumptions and assess the accuracy of his or her claims.
- ❖ Read closely and uncover evidence to use in student's own writing.
- ❖ Analyze writing in two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretations.
- ❖ Analyze how point of view can be manipulated to create special effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea..
- ❖ See RL/RI 8.2-9 for detailed expectations.

Speaking/Listening

- ❖ Students are to draw explicitly on their reading and research in discussions.
- ❖ Respond to questions constructively by offering up relevant evidence, observations and ideas.
- ❖ Students have developed a rich vocabulary of academic words, which they use to speak and write with more precision.

Writing

- ❖ Students write with increased sophistication, focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements.
- ❖ Students should be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

Literacy Standard for Other Disciplines in Grade 6-8

- ❖ Instruction in reading, writing, speaking, listening and language is a SHARED RESPONSIBILITY within schools.
- ❖ All fields of study demand analysis of complex texts
- ❖ All fields of study require use of strong oral and written communication skills using discipline-specific discourse

All fields of study must build robust instruction around discipline-specific literacy skills to better prepare students for college and careers.

Model Content Frameworks

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The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

Skills to Be Integrated Throughout the Year

Analyze Content

Carefully gather observations about a text examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately. (RL/RI.8.2-9 and SL.8.1-3)

Conduct Discussions

Students should engage in a range of collaborative discussions (one-on one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information and qualify or justify their own views in light of the evidence presented.

Study and Apply Grammar

While grammar is meant to be a normal experience, everyday apart of what students do, students should be taught explicit lessons in grammar as they read, write, and speak guided by L.8.1-3.

Cite Evidence

Cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences. (RL/RI.8.1)

Report Findings

Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner with valid reasoning and relevant evidence to accentuate main ideas or themes. (SL.8.4-6)

Study and Apply Vocabulary

Focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5-10 Tier 2 academic words per week for each text (L.8.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Examples of Informational texts: exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts

Examples of Literature: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics

8th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



Literature 2-3
Informational Texts 1-2

3-5 Short Texts (3-4 weeks)

Draw ample evidence from texts
Present analyses in writing as well
as through speaking

Connect the
extended
text to 1 or
more short
texts.

Extended Text

Literature



1 Extended Text (2-3 weeks)

Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Conduct text-focused discussions
Produce written work

Writing About Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Arguments*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instructions)

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the accuracy of sources
- Acknowledge the conclusions of others without plagiarizing
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

8th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Literature 2-3	3-5 Short Texts (3-4 weeks) Draw ample evidence from texts Present analyses in writing as well as through speaking.
Informational Texts 1-2	

Connect the extended text to 1 or more short texts.

Extended Text

Informational Texts



1 Extended Text (2-3 weeks) Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work
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Writing About Texts – 70% Analytic – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks
Build confidence and competence with technology

Writing Routinely

- Write to short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Informative/Explanatory*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions to crafting multiparagraph responses
- Within the course of the year, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

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- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

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Optional model to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%

Informational – 50%



3-5 Short Texts (3-4 weeks)	
Literature 2-3	Draw ample evidence from texts
Informational Texts 1-2	present analyses in writing as well as through speaking.

Extended Text

Literature



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Connect the extended text to 1 or more short texts.

Writing About Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Informative & Explanatory*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writing should include a comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the accuracy of sources
- Acknowledge the conclusions of others without plagiarizing
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

8th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



3-5 Short Texts (3-4 weeks)	
Literature 2-3	Draw ample evidence from texts
Informational Texts 1-2	Present analyses in writing as well as through speaking.

Extended Text

Informational Texts



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Connect the extended text to 1 or more short texts
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Writing About Texts – 70% Analytical - Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and, revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write to short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses - 4-6 Analyses That Focus on Arguments*

- Use evidence
- Craft writing that display logical integration and coherence
- Answer brief questions to crafting multiparagraph responses
- Within the course of the year, writing should include comparative analysis and compositions that share findings from the research project

* Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.

Writing Extended Research Projects* (Research aligned with the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Integrate knowledge from several additional literary or informational texts in various media or formats
- Assess the accuracy of sources
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- Present findings in a variety of modes in both informal and formal argumentative or explanatory contexts in writing or oral formats

* Beneficial if the project connects to a short or extended text.

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

Writing Standards Progression from Grade 7 to Grade 8

In grade 8, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.8.1-3).

Specific changes in the Writing Standards from grade 7 to grade 8 are highlighted in the chart below:

Grade 7, Standard 1 (W.7.1)	Grade 8 Standard 1 (W.8.1)
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge <u>and distinguish the claim(s) from</u> alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u>, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 7, Standard 2 (W.7.2)	Grade 8, Standard 2 (W.8.2)
<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> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<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> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information <u>into broader categories</u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate <u>and varied</u> transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 7, Standard 3 (W.7.3)	Grade 8, Standard 3 (W.8.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, <u>and reflection</u>, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events</u>. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Grade 7, Standard 4 (W.7.4)	Grade 8, Standard 4 (W.8.4)
<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>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>
Grade 7, Standard 5 (W.7.5)	Grade 8, Standard 5 (W.8.5)
<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 7 on page 52.)</p>	<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 <u>up to and including grade 8</u> on page 52.)</p>
Grade 7, Standard 6 (W.7.6)	Grade 8, Standard 6 (W.8.6)
<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources</p>	<p>Use technology, including the Internet, to produce and publish writing <u>and present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others.</p>

Grade 7, Standard 7 (W.7.7)	Grade 8, Standard 7 (W.8.7)
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Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (<u>including a self-generated question</u>), drawing on several sources and generating additional related, focused questions that allow for <u>multiple avenues of exploration</u> .
Grade 7, Standard 8 (W.7.8)	Grade 8, Standard 8 (W.8.8)
Gather relevant information from multiple print and digital sources, using search terms effectively; 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.	Gather relevant information from multiple print and digital sources, using search terms effectively; 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.
Grade 7, Standard 9 (W.7.9)	Grade 8, Standard 9 (W.8.9)
Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., <u>“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”</u>). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., <u>“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”</u>).
Grade 7, Standard 10 (W.7.10)	Grade 8, Standard 10 (W.8.10)
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.	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.

Speaking and Listening Standards Progression from Grade 7 to Grade 8

In grade 8, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 7 to grade 8 are highlighted in the chart below:

Grade 7, Standard 1 (SL.7.1)	Grade 8, Standard 1 (SL.8.1)
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 8 topics, texts, and issues</u>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions <u>and decision-making</u>, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions <u>that connect the ideas of several speakers</u> and respond to others' questions and comments with relevant <u>evidence</u>, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, <u>qualify or justify</u> their own views <u>in light of the evidence presented</u>.
Grade 7, Standard 2 (SL.7.2)	Grade 8, Standard 2 (SL.8.2)
<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Analyze <u>the purpose of information</u> presented in diverse media and formats (e.g., visually, quantitatively, orally) and <u>evaluate the motives (e.g., social, commercial, political) behind its presentation</u>.</p>
Grade 7, Standard 3 (SL.7.3)	Grade 8, Standard 3 (SL.8.3)
<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence <u>and identifying when irrelevant evidence is introduced</u>.</p>
Grade 7, Standard 4 (SL.7.4)	Grade 8, Standard 4 (SL.8.4)
<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen</u> details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

Grade 7, Standard 5 (SL.7.5)	Grade 8, Standard 5 (SL.8.5)
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify <u>information, strengthen claims and evidence, and add interest.</u>
Grade 7, Standard 6 (SL.7.6)	Grade 8, Standard 6 (SL.8.6)
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <u>grade 8</u> Language standards 1 and 3 on page 52 for specific expectations.)

PARCC

Model Content Framework

English Language Arts/Literacy

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