

English Language Arts

Grade 8

Common Core Standard ©	AASL Standard(s)	Cranium CoRE Support
<p>CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p><i>Cranium CoRE</i> is a gaming vehicle to practice speaking and writing in a team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.</p>
<p>CC.8.L.1.a Conventions of Standard English: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>		
<p>CC.8.L.1.b Conventions of Standard English: Form and use verbs in the active and passive voice.</p>		
<p>CC.8.L.1.c Conventions of Standard English: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>		

<p>CC.8.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb voice and mood.*</p>		
<p>CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p><i>Cranium CoRE</i> is a gaming vehicle to practice speaking and <u>writing</u> in a team environment with discussion as the key activity. Students can <u>write</u> their own textually complex questions for any text across the curriculum, thereby demonstrating their command of these conventions.</p>
<p>CC.8.L.2.a Conventions of Standard English: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>		
<p>CC.8.L.2.b Conventions of Standard English: Use an ellipsis to indicate an omission.</p>		
<p>CC.8.L.2.c Conventions of Standard English: Spell correctly.</p>		

<p>CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<p><i>Cranium CoRE</i> is a gaming vehicle to practice speaking, reading, writing and listening in a team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.</p>
<p>CC.8.L.3.a Knowledge of Language: 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).</p>		
<p>CC.8.L.4 Vocabulary Acquisition and Use: 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.</p>		<p>The standard best practice while reading the text for a <i>Cranium CoRE</i> game or while playing the game itself is to take the time to define words whose definition is unknown to any of the students by using a print or electronic dictionary.</p>
<p>CC.8.L.4.a Vocabulary Acquisition and Use: 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</p>		<p>Because <i>Cranium CoRE</i> is discussion based, it provides the opportunity to discuss what words mean based on contextual evidence before</p>

phrase.		resorting to looking up the word.
CC.8.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
CC.8.L.4.c Vocabulary Acquisition and Use: 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.		The <i>Cranium CoRE</i> best practice standard for any text, be it in the text of a book or text in a question, is to stop and look up a definition any time a word appears when the students don't know the meaning of a word.
CC.8.L.4.d Vocabulary Acquisition and Use: 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).		The standard best practice for vocabulary acquisition with <i>Cranium CoRE</i> when a word that is encountered is not known is to discuss the contextual clues to help define the word. If that fails, the next step is to consult either a print or electronic dictionary.
CC.8.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language,		This is common practice through discussion while playing <i>Cranium CoRE</i> games. However, it

word relationships, and nuances in word meanings.		more particularly comes into play when the students have the chance to compose textually complex questions in teams for their own <i>Cranium CoRE</i> authored games.
CC.8.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g. verbal irony, puns) in context.		Driving the students deep into the text to discuss and defend their answers to textually complex questions in <i>Cranium CoRE</i> reinforces this vocabulary acquisition in context, especially with the writing technique questions that deal with figures of speech.
CC.8.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words to better understand each of the words.		Driving the students deep into the text to discuss and defend their answers to textually complex questions in <i>Cranium CoRE</i> reinforces this vocabulary acquisition in context.
CC.8.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 2.2.2 Use both divergent and convergent	Driving the students deep into the text to discuss and defend their answers to textually complex questions in <i>Cranium CoRE</i> reinforces this vocabulary acquisition in context.

	<p>thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	
<p>CC.8.L.6 Vocabulary Acquisition and Use: 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.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p><i>Cranium CoRE</i> plunges students into a world with several levels of language skill development, not the least of which includes acquiring and using words and phrases specific to their need to really comprehend what they read in a highly engaging gaming environment.</p> <p>The use of critical thinking to defend a conclusion drawn contextually is the basis for the game play.</p>
<p>CC.8.R.I.1 Key Ideas and Details: 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>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural</p>	<p>This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words.</p> <p>It is also used in the composition of textually</p>

	context.	complex questions by the students.
CC.8.R.I.2 Key Ideas and Details: 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.	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words.</p> <p>It is also used in the composition of textually complex questions by the students.</p>
CC.8.R.I.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words.</p> <p>It is also used in the composition of textually complex questions by the students.</p>
CC.8.R.I.4 Craft and Structure: 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	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural</p>	<p>This is supported within <i>Cranium CoRE</i> whenever words in the questions or words in the text are encountered that are not known, they are defined immediately and discussed when</p>

allusions to other texts.	context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	appropriate.
CC.8.R.I.5 Craft and Structure: 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.		
CC.8.R.I.6 Craft and Structure: 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.		This is supported by the author's purpose questions within the game play of <i>Cranium CoRE</i> as well as the question writing section to teach students how to compose this type of textually complex question.
CC.8.R.I.7 Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	<i>Cranium CoRE</i> supports this by having the students defend their answers contextually using the author's words. It is standard with <i>Cranium CoRE</i> to read, view

<p>idea.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>and listen to any source chosen by the teacher immediately before academic game play.</p>
<p>CC.8.R.I.8 Integration of Knowledge and Ideas: 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.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions</p>	<p><i>Cranium CoRE</i> supports this by having the students defend their answers contextually using the author's words.</p> <p>It is standard with <i>Cranium CoRE</i> to read, view and listen to any source chosen by the teacher immediately before academic game play.</p>

	<p>from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	
<p>CC.8.R.1.9 Integration of Knowledge and Ideas: 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>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and</p>	<p>It would be very motivating and relatively easy to take two opposing viewpoint articles on any topic and give students the autonomy to create a <i>Cranium CoRE</i> game with textually complex questions to compare and contrast the issues for other students to play throughout the world on this social network for gaming.</p>

	<p>create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	
<p>CC.8.R.I.10 Range of Reading and Level of Text Complexity: 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><i>Cranium CoRE</i> can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book “The Polio Hole” and follow this with the book “Phineas Gage.” Both are informational texts. “Phineas Gage” is categorized as an exemplar text. There are so many nonfiction book titles from which to choose that this approach is limited only by the teacher’s</p>

		imagination.
CC.8.R.L.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.3.1 Respect copyright/intellectual property rights of creators and producers.	This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words to answer questions that are inferential, hypothetical, sequencing, persuasive argument, author's purpose, reader's conclusion, etc. This standard is also used in the composition of textually complex questions by the students.
CC.8.R.L.2 Key Ideas and Details: 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.	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words. The questions are thematic and follow the development of the theme, plot or characters over the course of the story/games. This standard is also used in the composition of textually complex questions by the students.
CC.8.R.L.3 Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or	1.1.6 Read, view, and listen for information presented in any format (e.g.,	This is the best practice standard for defending an answer to a <i>Cranium CoRE</i>

<p>drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>game question using the author's words.</p> <p>This standard is also used in the composition of textually complex questions by the students.</p>
<p>CC.8.R.L.4 Craft and Structure: 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.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>This is supported within <i>Cranium CoRE</i> whenever words in the questions or words in the text are encountered that are not known, they are defined immediately and discussed when appropriate.</p>
<p>CC.8.R.L.5 Craft and Structure: 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>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>This is supported within <i>Cranium CoRE</i> by driving the students more deeply into the text with thematic, textually complex questions to discuss and defend the answers connecting consistent overall themes when appropriate.</p>
<p>CC.8.R.L.6 Craft and Structure: Analyze how differences in the points of view of the characters</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats</p>	<p>This is supported by the questions within the game play of <i>Cranium CoRE</i> that compare</p>

<p>and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>and genres.</p>	<p>character's points of view as well as the question writing section to teach students how to compose this type of textually complex question.</p>
<p>CC.8.R.L.7 Integration of Knowledge and Ideas: 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 actors.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p>	<p><i>Cranium CoRE</i> supports this by having the students defend their answers contextually using the author's words.</p> <p>It is standard with <i>Cranium CoRE</i> to read, view and listen to any source chosen by the teacher immediately before academic game play. The open source nature of <i>Cranium CoRE</i> allows for this flexibility.</p>
<p>CC.8.R.L.9 Integration of Knowledge and Ideas:</p>	<p>1.1.5 Evaluate information found in</p>	<p><i>Cranium CoRE</i> supports integration of</p>

<p>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>selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>	<p>knowledge and new ideas by the very nature of its discussion format and open source method of material selection. Critical thinking to defend answers or compose textually complex questions in a collaborative environment is authentic and relevant to hear/see differing viewpoints. This applies to any curriculum, both in fiction as well as non-fiction.</p>
<p>CC.8.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text</p>		<p><i>Cranium CoRE</i> can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book “The Polio Hole” and follow this with the book “Phineas Gage.” Both are informational</p>

complexity band independently and proficiently.		texts. "Phineas Gage" is categorized as an exemplar text.
CC.8.SL.1 Comprehension and Collaboration: 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.		<i>Cranium CoRE</i> uses a discussion based model in teams to establish a collaborative intelligence method within a classroom. It can be used one on one with students on a team or in groups of teams. It can be teacher led or student led.
CC.8.SL.1.a Comprehension and Collaboration: 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.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation,	The team oriented , thematic discussion framework of <i>Cranium CoRE</i> naturally leads to collaborative intelligence within a classroom. Peer pressure works to everyone's advantage in this team format. The required contextual defense of answers with critical thinking and deeper understanding comes into play with the game play and even more so with the question writing.

	<p>organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>	
<p>CC.8.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and</p>	<p>The team oriented discussion model of <i>Cranium CoRE</i> not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.</p>

	<p>demonstrations of respect for other viewpoints.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	
<p>CC.8.SL.1.c Comprehension and Collaboration: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>	<p>The team oriented discussion model of <i>Cranium CoRE</i> not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.</p>
<p>CC.8.SL.1.d Comprehension and Collaboration:</p>	<p>2.4.1 Determine how to act on information</p>	<p>The team oriented discussion model of <i>Cranium</i></p>

<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>(accept, reject, modify).</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>	<p><i>CoRE</i> not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.</p> <p><i>Cranium CoRE</i> works well with three (3) elegantly effective steps in both the gaming and writing area: 1) Express idea or write question 2) Analyze/evaluate it and 3) Revise/edit it.</p> <p>These steps are all done in a team oriented environment with feedback from the participants.</p>
<p>CC.8.SL.2 Comprehension and Collaboration: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of</p>	<p>Inference and gathering deeper meaning through complex textual questions are at the heart of the discussion based process of <i>Cranium CoRE</i>.</p>

	<p>common concern.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p>	
<p>CC.8.SL.3 Comprehension and Collaboration: 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>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>Cranium CoRE</i> drives readers, the players, deep into the text to support their thinking and enhances exchange of ideas both orally and in written form using creative autonomy combined with interdependence.</p>
<p>CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings</p>	<p><i>Cranium CoRE</i> is an open source, blank slate inviting creative use of oral and written skills to discuss, support and defend thoughts related to any text.</p>

<p>volume, and clear pronunciation.</p>	<p>and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>	
<p>CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p>	<p><i>Cranium CoRE</i> provides the students a wide, autonomous choice of creative expression in the form of gaming within a social network.</p> <p>This, combined with using mobile devices to interact with others around the globe, uses relevant, authentic medium to be innovative and effective in education.</p>

	3.4.2 Assess the quality and effectiveness of the learning product.	
CC.8.SL.6 Presentation of Knowledge and Ideas: 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 on page 53 for specific expectations.)	3.1.3 Use writing and speaking skills to communicate new understandings effectively.	<i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms.
CC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.		<i>Cranium CoRE's</i> composition of textually complex questions is a natural vehicle for supporting arguments contextually.
CC.8.W.1.a Text Types and Purposes: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.	Finding contextual proof using the author's words is the heart of <i>Cranium CoRE</i> . Authentic, relevant, meaningful discussion and how the themes relate to lives are the soul of <i>Cranium CoRE</i> .
CC.8.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and	1.1.4 Find, evaluate, and select appropriate sources to answer questions.	Collaborative intelligence in the form of teamwork to seek proof of answers using the authors' words is the centerpiece of the <i>Cranium</i>

<p>demonstrating an understanding of the topic or text.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p>	<p><i>CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i>.</p>
<p>CC.8.W.1.c Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to</p>	<p><i>Cranium CoRE's</i> highly engaging, rigorous question writing process in a Web 2.0 social</p>

<p>the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>create products that express new understandings.</p>	<p>network is authentic, relevant, interdisciplinary and very motivational.</p>
<p>CC.8.W.1.d Text Types and Purposes: Establish and maintain a formal style.</p>		<p><i>Cranium CoRE's</i> highly engaging, rigorous question writing process in a Web 2.0 social network is presented in a formal manner. It is also authentic, relevant, interdisciplinary and very motivational.</p>
<p>CC.8.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the</p>	<p><i>Cranium CoRE's</i> discussion based, collaborative intelligence model stimulates critical thinking welcoming varying points of view and, importantly, concluding evidence from the text.</p>

	pattern of evidence leads to a decision or conclusion.	
CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.2 Organize knowledge so that it is useful.</p>	<i>Cranium CoRE's</i> open source, textually complex question writing process provides an alluring way to convey and exchange ideas.
CC.8.W.2.a Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation,</p>	<i>Cranium CoRE</i> is a well deigned vehicle to engage all students in a creative, inquiry-based process for open discussion in a cross curricular way with the added rigor of supporting ideas with relevant text using the author's words.

	organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	
CC.8.W.2.b Text Types and Purposes: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	<p>Collaborative intelligence in the form of teamwork to seek proof of answers in the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i>.</p>
CC.8.W.2.c Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	<p>Collaborative intelligence in the form of teamwork to seek proof of answers in the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for</p>

		educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i> .
CC.8.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.		<i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.
CC.8.W.2.e Text Types and Purposes: Establish and maintain a formal style.		<i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.
CC.8.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the</p>	Everything about <i>Cranium CoRE</i> gaming is pointed toward expressing a conclusion based on supportive evidence, whether the source is fictional or informational text.

	<p>evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	
<p>CC.8.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	
<p>CC.8.W.3.a Text Types and Purposes: 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.</p>		<p><i>Cranium CoRE</i> does use contextual evidence for both sequencing questions as well as point of view questions from both the author's perspective and/or the characters from the text.</p>
<p>CC.8.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>		

<p>CC.8.W.3.c Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	
<p>CC.8.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	
<p>CC.8.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p>	<p><i>Cranium CoRE</i> uses “what can the reader conclude” type questions to stimulate this concept as well as stimulate discussion.</p>
<p>CC.8.W.4 Production and Distribution of Writing: 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>3.3.4 Create products that apply to authentic, real-world contexts.</p>	<p><i>Cranium CoRE</i> is a motivating way to immediately publish on the Internet textually complex, educational gaming questions within a Web 2.0 social network.</p>

<p>CC.8.W.5 Production and Distribution of Writing: 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 on page 53.)</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>	<p><i>Cranium CoRE</i> is perfect for this type of collaborative intelligence effort to compose textually complex educational gaming questions on a Web 2.0 social network.</p>
<p>CC.8.W.6 Production and Distribution of Writing: 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>	<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>2.1.4 Use technology and other information tools to analyze and organize</p>	<p><i>Cranium CoRE</i> uses Web 2.0 gaming in a social network to immediately publish textually complex questions in an open source environment for any text available in paper form or electronically.</p>

	<p>information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	
<p>CC.8.W.7 Research to Build and Present Knowledge: Conduct short research projects 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>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of</p>	<p><i>Cranium CoRE</i> allows for the creative use of technology in an inquiry-based effort to exchange knowledge about any curricular area by developing and refining a wide range of textually complex questions.</p>

	<p>superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	
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	<p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p>	
<p>CC.8.W.8 Research to Build and Present Knowledge: 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.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p><i>Cranium CoRE</i> encourages the gathering of data from any source and then using creative autonomy to help enhance knowledge as well as promote discussion with others in a stimulating social network for writing.</p>

	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>	
<p>CC.8.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>The process of composing textually complex questions from any literary or informational texts and coming up with not only the correct answer but also three incorrect answers that can not be justified contextually meets this standard.</p>
<p>CC.8.W.9.a Research to Build and Present Knowledge: 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”).</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g.,</p>	<p>Use <i>Cranium CoRE</i> to evaluate the information for any text, present it in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.).</p>

	<p>textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	
<p>CC.8.W.9.b Research to Build and Present Knowledge: 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”).</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Play <i>Cranium CoRE</i> games using higher order thinking, textually complex questions to gather meaning, identify main thematic ideas.</p> <p>Use creative writing skills to drive deep into any text by developing textually complex questions.</p> <p>Use <i>Cranium CoRE</i> to evaluate informational text, whether presented in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.) to evaluate the arguments.</p>

<p>CC.8.W.10 Range of Writing: 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.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>	<p>Play <i>Cranium CoRE</i> games using higher order thinking, textually complex questions to gather meaning, identify main thematic ideas.</p> <p>Use creative writing skills to drive deep into any text by developing textually complex questions.</p>
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