Main Criteria: Structure and Style for Students Year 3 Level B

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Alaska Content and Performance Standards

		Language Arts
		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GOAL	RL.8.5.	Analyze the overall structure of a text: 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.
PERFORMANCE / CONTENT ST ANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
		comments with relevant evidence, observations, and ideas.

PERFORMANCE / CONTENT ST ANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT ST ANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECT ATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

PERFORMANCE AK.L.8.

Language Standards

Poetry Week 20, p. 209-214

Alaska Content and Performance Standards

		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GOAL	RL.8.5.	Analyze the overall structure of a text: 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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.

PERFORMANCE / CONTENT ST AND ARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE	AK.L.8.	Language Standards

/ CONTENT STANDARD

GRADE LEVEL EXPECT ATION /	Conventions of Standard English
STRAND	

GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Poetry Week 21, p. 215-220

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012			
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	

GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GOAL	RL.8.5.	Analyze the overall structure of a text: 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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)

PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT ST ANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE	AK.L.8.	Language Standards
/ CONTENT STANDARD		
		Vocabulary Acquisition and Use

Poetry Week 22, p. 221-226

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GOAL	RL.8.5.	Analyze the overall structure of a text: 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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Response to Literature Week 23, p. 227-236

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
GOAL	RL.8.3.	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.

INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT	AK.SL.8.	Speaking and Listening Standards
STANDARD		
STANDARD GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.

INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Timed Essay Week 24, p. 237-238

Alaska Content and Performance Standards

		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)

GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT ST ANDARD	AK.L.8.	Language Standards
GRADE LEVEL		Vocabulary Acquisition and Use
EXPECTATION / STRAND		

Alaska Content and Performance Standards

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		Grade 8 - Adopted: 2012	
PERFORMANCE / CONTENT ST ANDARD	AK.RI.8.	Reading Standards for Informational Text	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.	
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing	
GOAL	W.8.4.	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.)	
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards	
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration	
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.	

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Writing from Notes Week 02, p. 17-32

Alaska Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD

AK.RI.8.

Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.b. W.8.2.c.	
		information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.c. W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or
INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	W.8.2.d. W.8.2.f.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas

GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes,
	L.O.4.d.	base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including
INDICATOR PERFORMANCE / CONTENT STANDARD		base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
PERFORMANCE / CONTENT	L.8.4.d.	base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. 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).
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.8.4.d.	base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. 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). Language Standards

Unit 3: Retelling Narrative Stories Week 03, p. 33-42

Alaska Content and Performance Standards

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PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL RLB.1. Cite the extual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. GOAL RLB.2. Determine a theme or central idea of a text and analyze its development over the course of the text. including its relationship to the characters, sening, and plot restite and summarize manifelds of a text and analyze its development over the course of the text. Including its relationary to the characters, sening, and plot restite and summarize manifelds of a text and analyze its development over the course of the text. Including strain and summarize manifelds of a text and analyze its development over the course of the text including strain and summarize manifelds of a text. GOAL RLB.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other exits. PERFORMANCE (CONTENT STANDA) RAK.R.B. Reading Standards for Literature GOAL RLB.10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band approprises to grade 8 (from upper grade 7 to grade 9), with scaffolding as received at the high end of the trange. PERFORMANCE (CONTENT STANDARD AK.W.B. Writing Standards Text Types and Purposes EXPECTATION STRAND W.B.2. Write informative explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. NDICATOR W.B.2. Writing Standards Text Types and Purposes EXPECTATION STRANDARD AK.W.B. Writing Standards Text Types and Purposes EXPECTATION STRANDARD AK.W.B. Writing Standards Text Types and Purposes EXPECTATION STRANDARD AK.W.B. Writing Standards Text Types and Purposes EXPECTATION STRANDARD AK.W.B. Writing Standards Text Types and Purposes EXPECTATION STRANDARDARDARDARDARDARDARDARDARDARDARDARDARD			
Lext. including its relationship to the characters, setting, and plot, restate and summarize main ideas or events, in correct sequence, after reading a text. Performance	GOAL	RL.8.1.	
GRADE LEVEL EXPECTATION I GOAL RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and compositive meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. PERFORMANCE (CONTENT STANDARD GRADE LEVEL EXPECTATION I GOAL RL.8.10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scalibiding as needed at the high end of the range. PERFORMANCE (CONTENT STANDARD GRADE LEVEL EXPECTATION I FIRST TANDARD GRADE LEVEL EXPECTATION I GOAL W.8.2. Writing Standards Text Types and Purposes Text Types and Purposes GOAL W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2. Writing Standards Text Types and Purposes AK.W.8. Writing Standards Text Types and Purpose facts, definitions, concrete details, quotations, or other information and examples. Text Types and Purposes AK.W.8. Writing Standards Text Types and Purposes FERFORMANCE (CONTENT STANDARD) GRADE LEVEL EXPECTATION I Text Types and Purposes WESTANDARD GRADE LEVEL EXPECTATION I Text Types and Purposes WESTANDARD Text Types and Purposes WESTANDARD GRADE LEVEL EXPECTATION I Text Types and Purposes WESTANDARD Text Types and Purposes	GOAL	RL.8.2.	text, including its relationship to the characters, setting, and plot; restate and summarize main
GOAL RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. PERFORMANCE CONTENT STANDARD RAK.RL.8. Reading Standards for Literature Range of Reading and Level of Complexity STRAND GOAL RL.8.10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scalfolding as needed at the high end of the range. PERFORMANCE CONTENT STANDARD GRADE LEVEL Text Types and Purposes STRAND GOAL W.8.2. Writing Standards Text Types and Purposes STRAND Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. PERFORMANCE CONTENT STANDARD AK.W.8. Writing Standards Text Types and Purposes STRAND GOAL W.8.2. Writing Standards Text Types and Purposes STRANDARD AK.W.8. Writing Standards Text Types and Purposes STRANDARD WRITING Standards Text Types and Purposes STRANDARD Text Typ	/ CONTENT	AK.RL.8.	Reading Standards for Literature
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CONTENT STANDARD Range of Reading and Level of Complexity	GOAL	RL.8.4.	connotative meanings; analyze the impact of specific word choices on meaning and tone,
GOAL RL.8.10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.8.2. Writing Standards Writing Standards Writing Standards Text Types and Purposes EXPECTATION / STRAND GOAL W.8.2. Writinformative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. PERFORMANCE / CONTENT STANDARD AK.W.8. Writing Standards Text Types and Purposes EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3. 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.	/ CONTENT	AK.RL.8.	Reading Standards for Literature
a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3. 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.	EXPECTATION /		Range of Reading and Level of Complexity
GRADE LEVEL EXPECTATION / STRAND GOAL W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3. 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.	GOAL	RL.8.10.	a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as
GOAL W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3. 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.	/ CONTENT	AK.W.8.	Writing Standards
information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. AK.W.8. Writing Standards Text Types and Purposes EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3.c. 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.	EXPECTATION /		Text Types and Purposes
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3. 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.	GOAL	W.8.2.	
GRADE LEVEL EXPECTATION / STRAND GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3.c. 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.	INDICATOR	W.8.2.b.	
GOAL W.8.3. Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. INDICATOR W.8.3.c. 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.	/ CONTENT	AK.W.8.	Writing Standards
INDICATOR W.8.3.c. 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.	EXPECTATION /		Text Types and Purposes
time frame or setting to another, and show the relationships among experiences and events.	GOAL	W.8.3.	
INDICATOR W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	INDICATOR	W.8.3.c.	
	INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

/ CONTENT STANDARD	AIX.W.O.	Witting Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PERFORMANCE

AK.W.8.

Writing Standards

INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT	AK.L.8.	Language Standards
STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION /	L.8.4.	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.
GRADE LEVEL EXPECTATION / STRAND	L.8.4. L.8.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
GRADE LEVEL EXPECTATION / STRAND		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. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including
GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR	L.8.4.a.	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. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.8.4.a. L.8.4.d.	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. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. 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).

Alaska Content and Performance Standards

		Crado 9 Adopted 2012
		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes

GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.c.	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.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECT ATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and
		phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Summarizing a Reference Week 05, p. 49-60

Alaska Content and Performance Standards

		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	L.8.5.b.	Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Summarizing a Reference Week 06, p. 61-72

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT ST ANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.8.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

Unit 5: Writing from Pictures Week 07, p. 73-82

Alaska Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2012**

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.c.	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.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 5: Writing from Pictures Week 08, p. 83-92

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards

GRADE LEVEL		
EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.3.	Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3.c.	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.
INDICATOR	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	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.
	W.8.8.	assess the credibility and accuracy of each source; and quote or paraphrase the data and
GOAL PERFORMANCE / CONTENT		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.
GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		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. Writing Standards
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.W.8.	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. Writing Standards 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
GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	AK.W.8. W.8.10.	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. Writing Standards 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.
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.8. W.8.10.	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. Writing Standards 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. Speaking and Listening Standards

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: Summarizing Multiple References Week 09, p. 93-110

Alaska Content and Performance Standards

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT

AK.RI.8.

GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	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.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
/ CONTENT	AK.L.8.	Language Standards Vocabulary Acquisition and Use
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.8.	
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases
CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.8.4.	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. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.8.4. L.8.4.a.	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. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
/ CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.8.4.a. L.8.4.d.	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. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge. 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).

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012		
		Grade 6 - Adopted. 2012
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	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.
GOAL	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.
PERFORMANCE	AK.W.8.	Writing Standards
/ CONTENT STANDARD	AK.W.O.	witting Standards
/ CONTENT	AK.W.O.	Range of Writing
CRADE LEVEL EXPECTATION /	W.8.10.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		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
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.8.10.	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.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.8.10.	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. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.8.10.	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. Speaking and Listening Standards 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

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: Inventive Writing Week 11, p. 119-126

Alaska Content and Performance Standards

Language Arts		
		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT ST ANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: Inventive Writing Week 12, p. 127-134

Alaska Content and Performance Standards

Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes

GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	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.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
/ CONTENT	AK.SL.8.	Speaking and Listening Standards Presentation of Knowledge and Ideas
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.SL.8. SL.8.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		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,
GRADE LEVEL EXPECT ATION / STRAND GOAL PERFORMANCE / CONTENT	SL.8.4.	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 volume, and clear pronunciation.
/ CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION /	SL.8.4.	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 volume, and clear pronunciation. Language Standards
GRADE LEVEL EXPECT ATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND	SL.8.4. AK.L.8.	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 volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
GRADE LEVEL EXPECT ATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL	SL.8.4. AK.L.8.	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 volume, and clear pronunciation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in

/ CONTENT ST ANDARD		
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PERFORMANCE AK.L.8.

Language Standards

Unit 7: Inventive Writing Week 13, p. 135-138

Alaska Content and Performance Standards

	Grade 8 - Adopted: 2012		
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.	
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	

GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT ST ANDARD	AK.RL.8.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
/ CONTENT	AK.L.8.	Language Standards Vocabulary Acquisition and Use

Unit 8: Formal Essay Models Week 14, p. 139-146

Alaska Content and Performance Standards

Language Arts

Grade **8** - Adopted: **2012**

		Grade 6 - Adopted. 2012
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	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.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		Come to discussions propored boying road or respected meterial under study, available draw on
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.a. SL.8.1.b.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas

INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Formal Essay Models Week 15, p. 147-172

Alaska Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD AK.RL.8.

Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL	RI.8.2.	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.8.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	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.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECT ATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT ST ANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

PERFORMANCE	AK.L.8.	Language Standards
/ CONTENT		
STANDARD		

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Formal Essay Models Week 16, p. 173-176

Alaska Content and Performance Standards

		Grade 8 - Adopted: 2012
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2.a.	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.
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)

GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.8.7.	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.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Formal Essay Models Week 17, p. 177-182

Alaska Content and Performance Standards

Language Arts Grade 8 - Adopted: 2012

PERFORMANCE AK.W.8. **Writing Standards** / CONTENT **STANDARD** GRADE LEVEL **Text Types and Purposes** EXPECTATION / STRAND GOAL W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. INDICATOR W.8.2.a. 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.

INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT	AK.SL.8.	Speaking and Listening Standards
STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
/ CONTENT	AK.L.8.	Language Standards Conventions of Standard English
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.8.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.8.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.8.1. L.8.1.a.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR INDICATOR	L.8.1.a. L.8.1.b.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English. Form and use verbs in the active and passive voice.
J CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	L.8.1.a. L.8.1.b. L.8.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English. Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.

Unit 9: Formal Critique Week 18, p. 183-198

Alaska Content and Performance Standards

Language Arts			
		Grade 8 - Adopted: 2012	
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details	
GOAL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
GOAL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text.	
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure	
GOAL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
PERFORMANCE / CONTENT STANDARD	AK.RL.8.	Reading Standards for Literature	
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity	
GOAL	RL.8.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.	
PERFORMANCE / CONTENT ST ANDARD	AK.W.8.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes	
GOAL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards	
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing	

GOAL	W.8.4.	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.)
GOAL	W.8.5.	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.8.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1.b.	Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
PERFORMANCE / CONTENT STANDARD	AK.SL.8.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.8.4.	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 volume, and clear pronunciation.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.
INDICATOR	L.8.1.b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4.a.	Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.
INDICATOR	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
PERFORMANCE / CONTENT STANDARD	AK.L.8.	Language Standards
/ CONTENT	AK.L.8.	Language Standards Vocabulary Acquisition and Use