

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

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.5.	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.
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STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.5.	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.
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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND AZ.8.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.5.	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.
STRAND	AZ.8.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.5.	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.
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STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
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STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Response to Literature Week 23, p. 227-236

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.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.
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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Timed Essay Week 24, p. 237-238

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 1: Note Making and Outlines Week 01, p. 9-16

Arizona's College and Career Ready Standards

Language Arts
Grade 8 - Adopted: 2016

STRAND **AZ.8.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **AZ.8.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **AZ.8.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND	AZ.8.L.	Language Standards
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CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 2: Writing from Notes Week 02, p. 17-32

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.RI.	Reading Standards for Informational Text
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CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND	AZ.8.RI.	Reading Standards for Informational Text
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CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	AZ.8.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STRAND AZ.8.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
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STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's College and Career Ready Standards		
Language Arts		
Grade 8 - Adopted: 2016		
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 5: Writing from Pictures Week 07, p. 73-82

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 5: Writing from Pictures Week 08, p. 83-92

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND AZ.8.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Key Ideas and Details

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND AZ.8.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Craft and Structure

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND AZ.8.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Range of Reading and Level of Text Complexity

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
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STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: Summarizing Multiple References Week 10, p. 111-118

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND	AZ.8.L.	Language Standards
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CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND	AZ.8.L.	Language Standards
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CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 7: Inventive Writing Week 11, p. 119-126

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.W.	Writing Standards
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CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND AZ.8.RI. Reading Standards for Informational Text**CONCEPT /
STANDARD****Key Ideas and Details**PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

8.RI.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND AZ.8.RI. Reading Standards for Informational Text**CONCEPT /
STANDARD****Craft and Structure**PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

8.RI.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STRAND AZ.8.RI. Reading Standards for Informational Text**CONCEPT /
STANDARD****Range of Reading and Level of Text Complexity**PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

8.RI.10.

By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

STRAND AZ.8.W. Writing Standards**CONCEPT /
STANDARD****Text Types and Purposes****PERFORMANCE
OBJECTIVE /
PROFICIENCY
LEVEL****8.W.2.****Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.W.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.W.2.b.

Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.W.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.W.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.W.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	AZ.8.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)

STRAND AZ.8.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND	AZ.8.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.9.b.	Apply grade 8 Reading standards to informational text and nonfiction.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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 OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
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STRAND **AZ.8.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.
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STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arizona's College and Career Ready Standards

Language Arts

Grade 8 - Adopted: 2016

STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **AZ.8.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.b.	Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.)
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STRAND **AZ.8.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.W.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.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.a.	Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.
STRAND	AZ.8.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.SL.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.
STRAND	AZ.8.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verbals, voice, and mood.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.b.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

STRAND **AZ.8.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.