

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

## Secondary Criteria: Connecticut State Standards

**Subject:** Language Arts

**Grade:** 8

### Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

#### Connecticut State Standards

##### Language Arts

Grade 8 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.8.**      **Reading Standards for Literature**

**STATE  
FRAMEWORK**           **Key Ideas and Details**

**GRADE LEVEL  
EXPECTATION**      RL.8.1.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.8.**      **Reading Standards for Literature**

**STATE  
FRAMEWORK**           **Craft and Structure**

**GRADE LEVEL  
EXPECTATION**      RL.8.4.      Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**GRADE LEVEL  
EXPECTATION**      RL.8.5.      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.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R  
L.8.**      **Reading Standards for Literature**

**STATE  
FRAMEWORK**           **Range of Reading and Level of Text Complexity**

**GRADE LEVEL  
EXPECTATION**      RL.8.10.      By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W.  
8.**      **Writing Standards**

**STATE  
FRAMEWORK**           **Text Types and Purposes**

**GRADE LEVEL  
EXPECTATION**      W.8.3.      Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**INDICATOR**      W.8.3(d)      Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1(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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INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>

INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4(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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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
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Poetry Week 20, p. 209-214

**Connecticut State Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.R.  
L.8.**      **Reading Standards for Literature**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>RL.8.1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GRADE LEVEL EXPECTATION	RL.8.5.	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.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	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.
INDICATOR	L.8.4(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.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	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.

Poetry Week 21, p. 215-220

## Connecticut State Standards

### Language Arts

#### Grade 8 - Adopted: 2010

#### DOMAIN / CONTENT STANDARD CT.CC.R L.8. Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### DOMAIN / CONTENT STANDARD CT.CC.R L.8. Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

GRADE LEVEL EXPECTATION	RL.8.5.	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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#### DOMAIN / CONTENT STANDARD CT.CC.R L.8. Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

#### DOMAIN / CONTENT STANDARD CT.CC.W. 8. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.

INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>

INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	L.8.6.	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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Poetry Week 22, p. 221-226

## Connecticut State Standards

### Language Arts

#### Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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GRADE LEVEL EXPECTATION	RL.8.5.	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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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.8.3.	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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INDICATOR	W.8.3(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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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	<b>L.8.4.</b>	<b>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.</b>

INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

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

Response to Literature Week 23, p. 227-236

**Connecticut State Standards**

**Language Arts**

Grade 8 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION	RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S L.8. Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.S  
L.8.**      **Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>
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INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.8.6.	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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Timed Essay Week 24, p. 237-238

**Connecticut State Standards**

**Language Arts**

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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 1: Note Making and Outlines Week 01, p. 9-16

## Connecticut State Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1(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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INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.8.6.	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

**Connecticut State Standards**

**Language Arts**

Grade 8 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.RI  
.8.**

**Reading Standards for Informational Text**

<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.RI  
.8.**

**Reading Standards for Informational Text**

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
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<b>GRADE LEVEL EXPECTATION</b>	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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<b>INDICATOR</b>	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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<b>INDICATOR</b>	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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<b>INDICATOR</b>	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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<b>INDICATOR</b>	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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

**Connecticut State Standards**

**Language Arts**

Grade 8 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.R  
L.8.**

**Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.8.3.	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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INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
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STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
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STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4(a)	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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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
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STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	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 04, p. 43-48

## Connecticut State Standards

### Language Arts

Grade 8 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
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STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.



**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	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.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	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 4: Summarizing a Reference Week 05, p. 49-60

**Connecticut State Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.RI  
.8.**

**Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.RI  
.8.**

**Reading Standards for Informational Text**

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W.  
8.**

**Writing Standards**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1(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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INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4(a)	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.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.8.5(b)	Use the relationship between particular words to better understand each of the words.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.L.  
8.**      **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	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 4: Summarizing a Reference Week 06, p. 61-72

**Connecticut State Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.RI  
.8.**      **Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
CONTENT  
STANDARD**      **CT.CC.RI  
.8.**      **Reading Standards for Informational Text**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing

GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>

INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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 5: Writing from Pictures Week 07, p. 73-82

**Connecticut State Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>



GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	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 5: Writing from Pictures Week 08, p. 83-92

### Connecticut State Standards

#### Language Arts

#### Grade 8 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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 09, p. 93-110

## Connecticut State Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>

<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L.8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.

INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

## Connecticut State Standards

### Language Arts

#### Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RI.8.1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RI.8.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing

GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>



INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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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**Connecticut State Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L.8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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DOMAIN / CONTENT STANDARD	CT.CC.L.8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.8.6.	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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## Connecticut State Standards

### Language Arts

#### Grade 8 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RI.8.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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DOMAIN / CONTENT STANDARD	CT.CC.RI.8.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
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STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	Writing Standards
STATE FRAMEWORK		Range of Writing

GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4(a)	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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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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DOMAIN / CONTENT STANDARD	CT.CC.L.8.	Language Standards
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STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.6.	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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Connecticut State Standards

Language Arts

Grade 8 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R.L.8.	Reading Standards for Literature
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STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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DOMAIN / CONTENT STANDARD	CT.CC.R.L.8.	Reading Standards for Literature
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STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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DOMAIN / CONTENT STANDARD	CT.CC.R.L.8.	Reading Standards for Literature
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STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S L.8. Speaking and Listening Standards**

<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
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INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1(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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INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L. 8. Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>
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INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L. 8. Language Standards**

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.8.6.	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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## Connecticut State Standards

## Language Arts

Grade 8 - Adopted: 2010

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.W. 8. Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / CONTENT STANDARD	CT.CC.S L.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L.8.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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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## Connecticut State Standards

### Language Arts

#### Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<b>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.</b>
INDICATOR	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>

<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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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**Connecticut State Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**DOMAIN / CONTENT STANDARD**      **CT.CC.W. 8. Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN / CONTENT STANDARD**      **CT.CC.W. 8. Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**DOMAIN / CONTENT STANDARD**      **CT.CC.W. 8. Writing Standards**

<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W.8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L.8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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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## Connecticut State Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<b>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.</b>
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>



STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	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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## Connecticut State Standards

### Language Arts

Grade 8 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / CONTENT STANDARD	CT.CC.R L.8.	<b>Reading Standards for Literature</b>
STATE FRAMEWORK		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	<b>Writing Standards</b>
STATE FRAMEWORK		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	<b>Writing Standards</b>
STATE FRAMEWORK		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	<b>Writing Standards</b>
STATE FRAMEWORK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / CONTENT STANDARD	CT.CC.W. 8.	<b>Writing Standards</b>
STATE FRAMEWORK		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.S  
L.8.**

**Speaking and Listening Standards**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1(b)	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /  
CONTENT  
STANDARD**

**CT.CC.L.  
8.**

**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.8.4(a)	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.
INDICATOR	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 8.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.8.6.	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.