

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

Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL

Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL

8.RL.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL

Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL

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

STUDENT EXPECTATION / ESSENTIAL SKILL

8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL

Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL

8.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Speaking and Listening Standards SL.

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

EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	8.L.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).

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
L.**

Language Standards

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

Poetry Week 20, p. 209-214

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
RL.**

Reading Standards for Literature

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

STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

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

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	8.L.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).

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
L.**

Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Poetry Week 21, p. 215-220

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

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

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Poetry Week 22, p. 221-226

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION 8.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL 8.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

EXPECTATION 8.SL.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. W.** **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. L. Language Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	8.L.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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EXPECTATION	8.L.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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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Timed Essay Week 24, p. 237-238

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. W.** **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 1: Note Making and Outlines Week 01, p. 9-16

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. L. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W.

Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W.

Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W.

Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. L. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION 8.L.1.d. Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 8.L.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.

EXPECTATION 8.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.L.** **Language Standards**

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

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL 8.RL.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Reading Standards for Literature

RL.

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.L. **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 3: Retelling Narrative Stories Week 04, p. 43-48

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	8.L.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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EXPECTATION	8.L.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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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.RI.	Reading Standards for Informational Text
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards

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

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. RI.** **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. RI.** **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8. W.** **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	8.L.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.
EXPECTATION	8.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION 8.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION 8.W.3.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

EXPECTATION 8.W.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL 8.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 6: Summarizing Multiple References Week 09, p. 93-110

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

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

DC.CC.8. W.

Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W.

Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W.

Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.L. **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	8.L.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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EXPECTATION	8.L.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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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.L. **Language Standards**

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

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8.RI. **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 7: Inventive Writing Week 11, p. 119-126

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	8.SL.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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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. Speaking and Listening Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	8.L.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.
EXPECTATION	8.L.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).

CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.8.L.** **Language Standards**

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

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 8: Formal Essay Models Week 15, p. 147-172

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.RI.	Reading Standards for Informational Text
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.RI.	Reading Standards for Informational Text
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STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

EXPECTATION	8.L.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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EXPECTATION	8.L.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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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
W.** **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
W.** **Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
W.** **Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	8.L.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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EXPECTATION	8.L.1.b.	Form and use verbs in the active and passive voice.
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EXPECTATION	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 8: Formal Essay Models Week 17, p. 177-182

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
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STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.8. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. L. Language Standards

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. L. **Language Standards**

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

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

Washington DC Academic Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. RL. **Reading Standards for Literature**

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. RL. **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	8.RL.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.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. W. Writing Standards

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	8.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

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

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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. SL. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.8. L. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
L.**

Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	8.L.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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EXPECTATION	8.L.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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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.8.
L.**

Language Standards

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