

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

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND / COURSECollege and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSECollege and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STRAND / COURSECollege and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND / COURSECollege and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>

<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards 6-12**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Vocabulary Acquisition and Use**

DETAILED  
DESCRIPTOR

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Integration of Knowledge and Ideas**

DETAILED  
DESCRIPTOR

RH.6-8.7.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

Poetry Week 20, p. 209-214

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Key Ideas and Details**

DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Integration of Knowledge and Ideas**

DETAILED  
DESCRIPTOR

9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Production and Distribution of Writing**

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)

DETAILED  
DESCRIPTOR

RL.8.5.

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5) (DOK 3,4)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

GRADE LEVEL  
EXPECTATION

W.8.3.d.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)



**STRAND /  
COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

Poetry Week 21, p. 215-220

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5) (DOK 3,4)
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b> Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
STRAND / COURSE		Writing Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
STRAND / COURSE		Speaking and Listening Standards 6–12
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.



## Language Arts

Grade 8 - Adopted: 2024

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
DETAILED DESCRIPTOR	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)



**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

Response to Literature Week 23, p. 227-236

## Iowa Student Standards

### Language Arts

Grade 8 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) (DOK 2,3)
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b> Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND /  
COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND /  
COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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STRAND /  
COURSE

Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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STRAND /  
COURSE

Reading Standards for Literacy in History/Social Studies 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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STRAND /  
COURSE

Reading Standards for Literacy in Science and Technical Subjects 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
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Timed Essay Week 24, p. 237-238

Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND /  
COURSE

College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.



GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>		<b>Language Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND /  
COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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Unit 1: Note Making and Outlines Week 01, p. 9-16

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED  
DESCRIPTOR

W.8.1.

Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

SL.8.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.8.1.c.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

## Language Arts

Grade 8 - Adopted: 2024

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Informational Text 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)



**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL  
EXPECTATION

W.8.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

GRADE LEVEL  
EXPECTATION

W.8.2.d.

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

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION		
L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)		
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION		
L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
GRADE LEVEL EXPECTATION		
L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)		
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR		
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)		
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR		
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)		
DETAILED DESCRIPTOR		
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)		
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RST.6- 8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL  
EXPECTATION

W.8.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.



GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>

DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
Unit 3: Retelling Narrative Stories Week 04, p. 43-48		
Iowa Student Standards		
Language Arts		
Grade 8 - Adopted: 2024		
STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature 6–12</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)

**STRAND /  
COURSE**

**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>		<b>Speaking and Listening Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**                      **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE**                      **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE**                      **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**                      **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**                      **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

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Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND /  
COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND /  
COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND /  
COURSE

College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND /  
COURSE

College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

SL.8.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.8.1.b.

Form and use verbs in the active and passive voice.

GRADE LEVEL  
EXPECTATION

L.8.1.d.

Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL  
EXPECTATION

L.8.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL  
EXPECTATION

L.8.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL  
EXPECTATION

L.8.5.b.

Use the relationship between particular words to better understand each of the words.

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RST.6- 8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND /  
COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RST.6- 8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND /  
COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RST.6- 8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b> Speaking and Listening Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards 6-12		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b> Language Standards 6-12		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RH.6- 8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
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<div>STRAND / COURSE</div> <div>Reading Standards for Literacy in Science and Technical Subjects 6–12</div>		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details

DETAILED DESCRIPTOR	RST.6- 8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
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DETAILED DESCRIPTOR	RST.6- 8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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<div>STRAND / COURSE</div> <div>Reading Standards for Literacy in Science and Technical Subjects 6–12</div>		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	RST.6- 8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
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<div>STRAND / COURSE</div> <div>Reading Standards for Literacy in Science and Technical Subjects 6–12</div>		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas

DETAILED DESCRIPTOR	RST.6- 8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
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<div>STRAND / COURSE</div> <div>Reading Standards for Literacy in Science and Technical Subjects 6–12</div>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity

DETAILED DESCRIPTOR	RST.6- 8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
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<div>Iowa Student Standards</div> <div>Language Arts</div> <div>Grade 8 - Adopted: 2024</div>		
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<div>STRAND / COURSE</div> <div>College and Career Readiness Anchor Standards for Writing</div>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*

DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing

DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b> Speaking and Listening Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Speaking and Listening Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b> Language Standards 6-12		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b> Language Standards 6-12		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Integration of Knowledge and Ideas**

DETAILED  
DESCRIPTOR

RH.6-8.7.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

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

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Text Types and Purposes\***

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Production and Distribution of Writing**

DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Range of Writing**

DETAILED  
DESCRIPTOR

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 tasks, purposes, and audiences

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Speaking and Listening**

**ESSENTIAL  
CONCEPT  
AND/OR SKILL**

**Comprehension and Collaboration**

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)



DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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STRAND / COURSE	Language Standards 6-12	
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ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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STRAND / COURSE	Reading Standards for Literacy in History/Social Studies 6–12	
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ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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Unit 6: Summarizing Multiple References Week 09, p. 93-110		
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Iowa Student Standards		
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Language Arts		
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Grade 8 - Adopted: 2024		
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STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
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ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
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ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
STRAND / COURSE		
Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
STRAND / COURSE		
Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
STRAND / COURSE		
Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

W.8.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.8.1.c.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

GRADE LEVEL  
EXPECTATION

SL.8.1.d.

Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

SL.8.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

DETAILED  
DESCRIPTOR

SL.8.5.

Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Language Standards 6-12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b> <b>Language Standards 6-12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b> <b>Reading Standards for Literacy in History/Social Studies 6–12</b>		





## Iowa Student Standards

## Language Arts

Grade 8 - Adopted: 2024

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Key Ideas and Details

DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Craft and Structure

DETAILED  
DESCRIPTOR

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Text Types and Purposes\*

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Production and Distribution of Writing

DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED  
DESCRIPTOR

W.8.1.

Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED  
DESCRIPTOR

W.8.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL  
EXPECTATION

W.8.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

GRADE LEVEL  
EXPECTATION

W.8.2.d.

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

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**                      **Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE**                      **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE**                      **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**                      **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**                      **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RST.6- 8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RST.6- 8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL  
EXPECTATION

W.8.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

GRADE LEVEL  
EXPECTATION

W.8.2.d.

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

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)



DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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STRAND / COURSE	Language Standards 6-12	
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ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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STRAND / COURSE	Reading Standards for Literacy in History/Social Studies 6–12	
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ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
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ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
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ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
STRAND / COURSE		
Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
STRAND / COURSE		
Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
STRAND / COURSE		
Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

GRADE LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
EXPECTATION		

GRADE LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
EXPECTATION		

## Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION		

GRADE LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
EXPECTATION		inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

## Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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## Reading Standards for Literacy in History/Social Studies 6–12

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details
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DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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## Reading Standards for Literacy in History/Social Studies 6–12

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure
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DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
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## Reading Standards for Literacy in History/Social Studies 6–12

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
STRAND / COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)



## Iowa Student Standards

## Language Arts

Grade 8 - Adopted: 2024

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Key Ideas and Details

DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Production and Distribution of Writing

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Research to Build and Present Knowledge

DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Comprehension and Collaboration

DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Language

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Knowledge of Language

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b> Writing Standards 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

# Iowa Student Standards

## Language Arts

Grade 8 - Adopted: 2024

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Text Types and Purposes\*

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Production and Distribution of Writing

DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Research to Build and Present Knowledge

DETAILED  
DESCRIPTOR

7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Range of Writing

DETAILED  
DESCRIPTOR

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 tasks, purposes, and audiences

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Speaking and Listening

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Comprehension and Collaboration

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
STRAND / COURSE	Language Standards 6-12	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
STRAND / COURSE	Reading Standards for Literacy in History/Social Studies 6-12	
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

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Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND / COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

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 tasks, purposes, and audiences



**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Text Types and Purposes**

<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Integration of Knowledge and Ideas**DETAILED  
DESCRIPTOR

RH.6-8.7.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Reading and Level of Text Complexity**DETAILED  
DESCRIPTORRH.6-  
8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTORRST.6-  
8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED  
DESCRIPTORRST.6-  
8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**DETAILED  
DESCRIPTORRST.6-  
8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Integration of Knowledge and Ideas**DETAILED  
DESCRIPTORRST.6-  
8.7.

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

DETAILED  
DESCRIPTORRST.6-  
8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RST.6- 8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing

DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**



ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

STRAND / COURSE

Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

STRAND / COURSE

Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

STRAND / COURSE

Reading Standards for Literacy in History/Social Studies 6–12

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

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Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND / COURSE

College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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#### STRAND / COURSE

#### Speaking and Listening Standards 6–12

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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#### STRAND / COURSE

#### Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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#### STRAND / COURSE

#### Language Standards 6-12

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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#### STRAND / COURSE

#### Reading Standards for Literacy in History/Social Studies 6–12

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

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Iowa Student Standards

Language Arts

Grade 8 - Adopted: 2024

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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 tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RL.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL  
EXPECTATION

W.8.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>



DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)