

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

Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE

8.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

8.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD / COURSE

8.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

8.VD-WB. Word Building (WB)

GLE / BIG IDEA 8.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 8.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 8.VD-WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.

OBJECTIVE 8.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.

STANDARD / COURSE

8.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

8.VD-AV. Academic Vocabulary (AV)

GLE / BIG IDEA 8.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE	8.W-	Writing Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-M.	Mechanics (M)
GLE / BIG IDEA	8.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
OBJECTIVE	8.GC-M.2a.	Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.

Poetry Week 20, p. 209-214

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)

GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Poetry Week 21, p. 215-220

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Poetry Week 22, p. 221-226

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
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STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
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STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	8.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
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OBJECTIVE	8.VD-WB.2d.	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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STANDARD / COURSE **8.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

Response to Literature Week 23, p. 227-236

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	8.RC-L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC-L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.

OBJECTIVE	8.RC-L.5c.	Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.
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STANDARD / COURSE	8.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
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STANDARD / COURSE	8.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	8.VD-WB.2d.	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / COURSE	8.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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STANDARD / COURSE	8.RS-	Research Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Timed Essay Week 24, p. 237-238

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-RF.	Reading Fluency (RF)

GLE / BIG IDEA	8.RC-RF.4.	Read grade-level text with accuracy, automaticity appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
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STANDARD / COURSE	8.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
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STANDARD / COURSE	8.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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STANDARD / COURSE	8.RS-	Research Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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STANDARD / COURSE	8.W-	Writing Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Idaho Content Standards

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STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
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STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
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GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	8.RC-L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
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OBJECTIVE	8.RC-L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
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STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
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STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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STANDARD / COURSE **8.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
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Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC-L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
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Unit 4: Summarizing a Reference Week 05, p. 49-60

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE 8.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
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STANDARD / COURSE 8.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
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STANDARD / COURSE 8.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
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STANDARD / COURSE 8.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)

GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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Grade 8 - Adopted: 2022

STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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**STANDARD /
COURSE****8.W-****Writing Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****8.W-RW.****Range of Writing (RW)**

GLE / BIG IDEA

8.W-
RW.1.

Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA

8.W-
RW.3.

Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA

8.W-
RW.4.

Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA

8.W-
RW.5.

Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA

8.W-
RW.6.

With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD /
COURSE****8.ODC-****Oral and Digital Communications Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****8.ODC-
OC.****Oral Communications (OC)**

GLE / BIG IDEA

8.ODC-
OC.1.

Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

GLE / BIG IDEA

8.ODC-
OC.4.

Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.

**STANDARD /
COURSE****8.GC-****Grammar and Conventions Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****8.GC-GU.****Grammar and Usage (GU)**

GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)

GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W-HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)

GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.

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Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
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Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W-HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

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Grade 8 - Adopted: 2022

STANDARD /
COURSE 8.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD /
COURSE 8.RS- Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA 8.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

STANDARD /
COURSE 8.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 8.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 8.W-RW.3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 8.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA 8.W-RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W-HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC-L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.
STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	8.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-NF.6a.	Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
STANDARD / COURSE	8.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.
STANDARD / COURSE	8.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	8.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W-HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-DC.	Digital Communications (DC)
GLE / BIG IDEA	8.ODC-DC.6.	Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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STANDARD /
COURSE 8.RC- Reading Comprehension StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 8.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD /
COURSE 8.RS- Research StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 8.RS-IP. Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA 8.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

STANDARD /
COURSE 8.W- Writing StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 8.W-RW. Range of Writing (RW)

GLE / BIG IDEA 8.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 8.W-RW.3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 8.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA 8.W-RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	8.W-HWK.7.	Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-DC.	Digital Communications (DC)
GLE / BIG IDEA	8.ODC-DC.6.	Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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STANDARD /
COURSE 8.RC- Reading Comprehension StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 8.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD /
COURSE 8.RS- Research StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 8.RS-IP. Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA 8.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

STANDARD /
COURSE 8.W- Writing StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 8.W-RW. Range of Writing (RW)

GLE / BIG IDEA 8.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 8.W-RW.3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 8.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA 8.W-RW.5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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STANDARD / COURSE	8.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	8.RC-TE.3.	Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RC-L.	Literature (L)
GLE / BIG IDEA	8.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	8.RC-L.5a.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
OBJECTIVE	8.RC-L.5b.	Analyze how characters are revealed through particular lines of dialogue or events in literary texts.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-WB.	Word Building (WB)
GLE / BIG IDEA	8.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	8.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	8.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	8.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE **8.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	8.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

STANDARD / COURSE **8.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	8.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	8.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	8.W-RW.3.	Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	8.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	8.W-RW.5.	Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	8.W-RW.6.	With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	8.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	8.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
GLE / BIG IDEA	8.ODC-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.
STANDARD / COURSE	8.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	8.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	8.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	8.GC-GU.1a.	Recognize and correct inappropriate shifts in verb voice and mood.
OBJECTIVE	8.GC-GU.1d.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.