

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

## Secondary Criteria: Kentucky Academic Standards

Subject: Language Arts

Grade: 8

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

Poetry Week 19, p. 199-208

#### Kentucky Academic Standards

##### Language Arts

Grade 8 - Adopted: 2019

##### STRAND

##### Reading Standards for Literature—Grade 8

##### CATEGORY / GOAL

##### Key Ideas and Details

##### STANDARD / ORGANIZER

GP.R.1

Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION

RL.8.1.

Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### STRAND

##### Reading Standards for Literature—Grade 8

##### CATEGORY / GOAL

##### Key Ideas and Details

##### STANDARD / ORGANIZER

GP.R.2

Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION

RL.8.2.

Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

##### STRAND

##### Reading Standards for Literature—Grade 8

##### CATEGORY / GOAL

##### Craft and Structure

##### STANDARD / ORGANIZER

GP.R.5

Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION

RL.8.5.

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

##### STRAND

##### Reading Standards for Literature—Grade 8

##### CATEGORY / GOAL

##### Range of Reading and Level of Text Complexity

##### STANDARD / ORGANIZER

GP.R.10

Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION

RL.8.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

**STRAND** **Language—Grade 8**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.8.2.	When writing:
INDICATOR	L.8.2.a.	Demonstrate appropriate use of punctuation to indicate a pause or break.

**STRAND** **Language—Grade 8**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

Grade 8 - Adopted: 2019

### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RL.8.5.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
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### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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### STRAND Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
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INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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**STRAND** **Language—Grade 8**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kentucky Academic Standards

## Language Arts

## Grade 8 - Adopted: 2019

**STRAND** Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RL.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND** Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.8.2. Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

**STRAND** Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RL.8.5. Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

**STRAND** Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.8.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

**STRAND** Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
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INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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<b>STRAND</b>		<b>Language—Grade 8</b>
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.
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#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RL.8.5.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
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#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
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INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.



EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>STRAND</b> <b>Language—Grade 8</b>		
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kentucky Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2019

<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RL.8.6.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b> <b>Composition—Grade 8</b>		

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
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INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b>		<b>Composition—Grade 8</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b>		<b>Composition—Grade 8</b>
<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STRAND</b>		<b>Composition—Grade 8</b>
<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>

STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>STRAND</b>		<b>Language—Grade 8</b>
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
<b>STRAND</b> <b>Reading Standards for Informational Text—Grade 8</b>		
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STRAND</b> <b>Language—Grade 8</b>		
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kentucky Academic Standards****Language Arts**

Grade 8 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND**                      **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
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**STRAND**                      **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
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**STRAND**                      **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND**                      **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.8.1.</b>	<b>Compose arguments to support claims with clear reasons and relevant evidence.</b>
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

## STRAND

## Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

## STRAND

## Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>

INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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<b>STRAND</b>		<b>Language—Grade 8</b>
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

<b>STRAND</b>		<b>Reading Standards for Literature—Grade 8</b>
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND</b>		<b>Reading Standards for Literature—Grade 8</b>

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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**STRAND** **Reading Standards for Literature—Grade 8**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.

EXPECTATION	RL.8.6.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
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**STRAND** **Reading Standards for Literature—Grade 8**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
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INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.d.	Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
INDICATOR	C.8.3.f.	Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RL.8.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.8.2. Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.

EXPECTATION RL.8.6. Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

#### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.8.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

**STRAND****Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

**STRAND****Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.h.	With some guidance, 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.

**STRAND****Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.d.	Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.

INDICATOR	C.8.3.f.	Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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<b>STRAND</b> <b>Language—Grade 8</b>		
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 8 - Adopted: 2019

<b>STRAND</b> <b>Reading Standards for Informational Text—Grade 8</b>		
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STRAND</b> <b>Reading Standards for Informational Text—Grade 8</b>		
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CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
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INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.



<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

#### STRAND

#### Language—Grade 8

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</b>
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### STRAND

#### Language—Grade 8

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.5</b>	<b>Students will demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>EXPECTATION</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
INDICATOR	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

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

## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Reading Standards for Informational Text—Grade 8

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### STRAND

#### Reading Standards for Informational Text—Grade 8

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

**STRAND** **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
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INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 5: Writing from Pictures Week 07, p. 73-82

## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.d.	Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
INDICATOR	C.8.3.f.	Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.8.1.</b>	<b>Compose arguments to support claims with clear reasons and relevant evidence.</b>
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

## STRAND

## Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.h.	With some guidance, 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.

## STRAND

## Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.d.	Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
INDICATOR	C.8.3.e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
INDICATOR	C.8.3.f.	Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.

INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>STRAND</b>		<b>Language—Grade 8</b>
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### STRAND Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.



EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**STRAND****Composition—Grade 8**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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**STRAND****Language—Grade 8**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Unit 6: Summarizing Multiple References Week 10, p. 111-118

**Kentucky Academic Standards****Language Arts**

Grade 8 - Adopted: 2019

**STRAND****Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND****Reading Standards for Informational Text—Grade 8**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**STRAND****Composition—Grade 8**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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**STRAND****Language—Grade 8**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Unit 7: Inventive Writing Week 11, p. 119-126

**Kentucky Academic Standards****Language Arts**

Grade 8 - Adopted: 2019

**STRAND****Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Unit 7: Inventive Writing Week 12, p. 127-134

## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STRAND

#### Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.



EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
<b>STRAND</b>		<b>Reading Standards for Informational Text—Grade 8</b>
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b>		<b>Composition—Grade 8</b>
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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**STRAND** **Language—Grade 8**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.8.1.	In both written and oral expression:

INDICATOR	L.8.1.a.	Identify verbals correctly based on their intended function.
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**STRAND** **Language—Grade 8**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Unit 7: Inventive Writing Week 13, p. 135-138****Kentucky Academic Standards****Language Arts****Grade 8 - Adopted: 2019****STRAND** **Reading Standards for Literature—Grade 8**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
<b>STRAND</b> <b>Reading Standards for Literature—Grade 8</b>		
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND</b> <b>Composition—Grade 8</b>		
CATEGORY / GOAL		Text Types and Purposes

<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>

INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STRAND** **Language—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</b>

INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 8: Formal Essay Models Week 14, p. 139-146

**Kentucky Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2019**

**STRAND** **Composition—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.8.1.</b>	<b>Compose arguments to support claims with clear reasons and relevant evidence.</b>

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
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INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND** **Composition—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
EXPECTATION	C.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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**STRAND** **Composition—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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**STRAND** **Language—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</b>

INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 8: Formal Essay Models Week 15, p. 147-172

**Kentucky Academic Standards**

**Language Arts**

**Grade 8 - Adopted: 2019**

**STRAND** **Reading Standards for Literature—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>

EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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**STRAND** **Reading Standards for Literature—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.6</b>	<b>Students will analyze how point of view, perspective and purpose shape the content and style of a text.</b>

EXPECTATION	RL.8.6.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>

EXPECTATION	RI.8.2.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Informational Text—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION	RI.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 8**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.8.1.</b>	<b>Compose arguments to support claims with clear reasons and relevant evidence.</b>
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

## STRAND

## Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

## STRAND

## Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.8.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</b>

INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION	C.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	C.8.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION	C.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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#### STRAND

#### Language—Grade 8

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</b>
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Kentucky Academic Standards

### Language Arts

Grade 8 - Adopted: 2019

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.8.1.</b>	<b>Compose arguments to support claims with clear reasons and relevant evidence.</b>
INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.8.1.g.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.8.2.</b>	<b>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.2.b.	Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
INDICATOR	C.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	C.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.8.2.h.	With some guidance, 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.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

#### STRAND

#### Composition—Grade 8

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

#### STRAND

#### Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 9: Formal Critique Week 18, p. 183-198

# Kentucky Academic Standards

## Language Arts

Grade 8 - Adopted: 2019

### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION	RL.8.2.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
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### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.

EXPECTATION	RL.8.6.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
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### STRAND Reading Standards for Literature—Grade 8

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.8.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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### STRAND Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.1.e.	Establish and maintain a task appropriate writing style.
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INDICATOR	C.8.1.g.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.8.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	C.8.2.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
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INDICATOR	C.8.2.h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

INDICATOR	C.8.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.8.3.g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
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**STRAND** **Composition—Grade 8**

CATEGORY / GOAL		Range of Writing
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>
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EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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## STRAND

## Language—Grade 8

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.8.4.c.	Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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