

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

Secondary Criteria: Louisiana Academic Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND RL.8. Reading Standards for Literature

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE EXPECTATION	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

STRAND RL.8. Reading Standards for Literature

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

STRAND W.8. Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	W.8.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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STRAND W.8. Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND W.8. Writing Standards

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **SL.8. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND **L.8. Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8. Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.8.2a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND **L.8. Language Standards**

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

INDICATOR	L.8.4a.	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.8.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

INDICATOR	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND L.8. Language Standards

Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Range of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND RL.8. Reading Standards for Literature

Craft and Structure		
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE EXPECTATION	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

STRAND RL.8. Reading Standards for Literature

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

STRAND W.8. Writing Standards

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

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND **L.8.** **Language Standards**

Vocabulary Acquisition and Use		
TITLE		
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Range of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

Craft and Structure		
TITLE		
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE EXPECTATION	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
STRAND	RL.8.	Reading Standards for Literature

Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
STRAND W.8. Writing Standards		
Text Types and Purposes		
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND W.8. Writing Standards		
Production and Distribution of Writing		
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND W.8. Writing Standards		
Range of Writing		
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND SL.8. Speaking and Listening Standards		
Comprehension and Collaboration		
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND L.8. Language Standards		

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
PERFORMANCE EXPECTATION	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
STRAND	RL.8.	Reading Standards for Literature
TITLE		
		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
STRAND	W.8.	Writing Standards
TITLE		
		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.8.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STRAND	W.8.	Writing Standards
TITLE		
		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	W.8.	Writing Standards
TITLE		
		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.8.	Speaking and Listening Standards
TITLE		
		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards**Language Arts****Grade 8 - Adopted: 2019****STRAND** **RL.8.** **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE 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.

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND **W.8.** **Writing Standards**

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

PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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Research to Build and Present Knowledge		
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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Range of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Timed Essay Week 24, p. 237-238

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

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

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

TITLE	Key Ideas and Details	
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PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **RI.8.** **Reading Standards for Informational Text**

TITLE	Key Ideas and Details	
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PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **RI.8.** **Reading Standards for Informational Text**

TITLE	Craft and Structure	
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PERFORMANCE EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **W.8.** **Writing Standards**

TITLE	Production and Distribution of Writing	
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PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STRAND **SL.8.** **Speaking and Listening Standards**

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

TITLE	Presentation of Knowledge and Ideas	
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PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

Craft and Structure			
STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects	
TITLE	Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
TITLE	Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **W.8.** **Writing Standards**

Text Types and Purposes		
TITLE		

PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
STRAND	W.8.	Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.8.	Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND	SL.8.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND **SL.8.** **Speaking and Listening Standards**

TITLE		
PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND **L.8.** **Language Standards**

TITLE		
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8.** **Language Standards**

TITLE		
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.8.4a. 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.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND **L.8.** **Language Standards**

TITLE		
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE	Craft and Structure	
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PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE	Integration of Knowledge and Ideas	
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PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE	Range of Reading and Level of Text Complexity	
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PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
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STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

TITLE	Key Ideas and Details	
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PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
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PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

TITLE	Craft and Structure	
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PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

TITLE	Range of Reading and Level of Text Complexity	
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PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
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STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE	Text Types and Purposes	
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PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

INDICATOR W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **W.8.** **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND **W.8.** **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **SL.8.** **Speaking and Listening Standards**

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

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND L.8. Language Standards

TITLE		
PERFORMANCE EXPECTATION		
INDICATOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.8.4a. 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.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND L.8. Language Standards

TITLE		
PERFORMANCE EXPECTATION		
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE		
PERFORMANCE EXPECTATION		
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		
PERFORMANCE EXPECTATION		
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		
PERFORMANCE EXPECTATION		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	RL.8.	Reading Standards for Literature
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TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND	RI.8.	Reading Standards for Informational Text
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TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND	RI.8.	Reading Standards for Informational Text
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TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND	W.8.	Writing Standards
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TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **W.8.** **Writing Standards**

Production and Distribution of Writing		
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

Comprehension and Collaboration		
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	L.8.5b.	Use the relationship between particular words to better understand each of the words.
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

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

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Unit 4: Summarizing a Reference Week 06, p. 61-72

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details		
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

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

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes		
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	W.8.	Writing Standards
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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INDICATOR	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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STRAND **W.8. Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8. Writing Standards**

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

STRAND **W.8. Writing Standards**

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

STRAND **SL.8. Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **SL.8. Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND L.8. Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND L.8. Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	W.8.	Writing Standards
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND	W.8.	Writing Standards
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

INDICATOR W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

INDICATOR W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND	W.8.	Writing Standards
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND	W.8.	Writing Standards
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes		
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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Research to Build and Present Knowledge		
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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Range of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	RL.8.	Reading Standards for Literature
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Key Ideas and Details		
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

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

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

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND	L.8.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND	RH.6-8.	Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND	RST.6-8.	Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.

PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

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

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes		
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	RL.8.	Reading Standards for Literature
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND	RI.8.	Reading Standards for Informational Text
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TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR L.8.1b. Form and use verbs in the active and passive voice.

INDICATOR L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8.** **Language Standards**

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

INDICATOR L.8.4a. 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.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE	Key Ideas and Details	
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE	Craft and Structure	
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND RH.6-8. Reading Standards for Literacy in History/Social Studies

TITLE	Range of Reading and Level of Text Complexity	
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

TITLE	Key Ideas and Details	
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

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

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

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

STRAND RST.6-8. Reading Standards for Literacy in Science and Technical Subjects

TITLE	Range of Reading and Level of Text Complexity	
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PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND	W.8.	Writing Standards
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

STRAND	W.8.	Writing Standards
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

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

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards**Language Arts****Grade 8 - Adopted: 2019****STRAND** **RL.8.** **Reading Standards for Literature**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **RI.8.** **Reading Standards for Informational Text**

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

STRAND **W.8.** **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

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

STRAND **L.8.** **Language Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
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STRAND RST.6-8. *Reading Standards for Literacy in Science and Technical Subjects*

Key Ideas and Details		
PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

STRAND RST.6-8. *Reading Standards for Literacy in Science and Technical Subjects*

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

STRAND RST.6-8. *Reading Standards for Literacy in Science and Technical Subjects*

Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

STRAND WHST.6-8. *Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects*

Text Types and Purposes		
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Unit 7: Inventive Writing Week 13, p. 135-138

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **RL.8.** **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **SL.8.** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

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

STRAND	W.8.	Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

Comprehension and Collaboration		
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

Conventions of Standard English		
TITLE		

PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
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STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
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STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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PERFORMANCE EXPECTATION	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RL.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **RI.8.** **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
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PERFORMANCE E EXPECTATION	RI.8.1.	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND **RI.8.** **Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE E EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **W.8.** **Writing Standards**

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

TITLE		Production and Distribution of Writing
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PERFORMANCE E EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE E EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **W.8.** **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE E EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.8.1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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INDICATOR	L.8.1b.	Form and use verbs in the active and passive voice.
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INDICATOR	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND **L.8.** **Language Standards**

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

Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

Key Ideas and Details		
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
PERFORMANCE EXPECTATION	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

Craft and Structure		
PERFORMANCE EXPECTATION	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

Integration of Knowledge and Ideas		
PERFORMANCE EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STRAND **RH.6-8.** **Reading Standards for Literacy in History/Social Studies**

Range of Reading and Level of Text Complexity		
PERFORMANCE EXPECTATION	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

STRAND **RST.6-8.** **Reading Standards for Literacy in Science and Technical Subjects**

Key Ideas and Details		
TITLE		

PERFORMANCE EXPECTATION	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts.
PERFORMANCE EXPECTATION	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND	RST.6-8. Reading Standards for Literacy in Science and Technical Subjects	
TITLE	Craft and Structure	
PERFORMANCE EXPECTATION	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STRAND	RST.6-8. Reading Standards for Literacy in Science and Technical Subjects	
TITLE	Integration of Knowledge and Ideas	
PERFORMANCE EXPECTATION	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
STRAND	RST.6-8. Reading Standards for Literacy in Science and Technical Subjects	
TITLE	Range of Reading and Level of Text Complexity	
PERFORMANCE EXPECTATION	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE	Text Types and Purposes	
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **W.8.** **Writing Standards**

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

INDICATOR	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **W.8.** **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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INDICATOR	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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INDICATOR	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND **SL.8. Speaking and Listening Standards**

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

STRAND **L.8. Language Standards**

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

STRAND **L.8. Language Standards**

Vocabulary Acquisition and Use		
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **RH.6-8. Reading Standards for Literacy in History/Social Studies**

Key Ideas and Details		
PERFORMANCE EXPECTATION	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND **RST.6-8. Reading Standards for Literacy in Science and Technical Subjects**

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

STRAND **WHST.6-8. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

Text Types and Purposes		
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PERFORMANCE EXPECTATION WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Louisiana Academic Standards**Language Arts****Grade 8 - Adopted: 2019****STRAND** **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.

STRAND **W.8.** **Writing Standards**

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

STRAND **W.8.** **Writing Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WHST.6-8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	WHST.6-8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WHST.6-8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STRAND **WHST.6-8.** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Louisiana Academic Standards

Language Arts

Grade 8 - Adopted: 2019

STRAND **RL.8.** **Reading Standards for Literature**

Craft and Structure		
Title		

PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND **RL.8.** **Reading Standards for Literature**

Range of Reading and Level of Text Complexity		
Title		

PERFORMANCE EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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STRAND **W.8.** **Writing Standards**

Text Types and Purposes		
Title		
PERFORMANCE EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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STRAND **W.8.** **Writing Standards**

Production and Distribution of Writing		
Title		

PERFORMANCE EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed.
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STRAND **W.8.** **Writing Standards**

Research to Build and Present Knowledge		
Title		

PERFORMANCE EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND **W.8.** **Writing Standards**

Range of Writing		
Title		

PERFORMANCE EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND **SL.8.** **Speaking and Listening Standards**

Comprehension and Collaboration		
Title		

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

STRAND **SL.8.** **Speaking and Listening Standards**

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

STRAND **L.8.** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.8.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

STRAND **L.8.** **Language Standards**

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

INDICATOR	L.8.4a.	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.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND **L.8.** **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WHST.6-8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	WHST.6-8.	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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TITLE		Range of Writing
PERFORMANCE EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.