

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

## Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grade: 8

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

Poetry Week 19, p. 199-208

#### New York P-12 Learning Standards

Language Arts

Grade 8 - Adopted: 2017/Effective 2020

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THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</b>

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

EXPECTATION / CONTENT SPECIFICATION 8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

EXPECTATION / CONTENT SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>

GRADE EXPECTATION 8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION 8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	8L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME** New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L2:	Core Punctuation and Spelling Skills for Grades 6-8:

GRADE EXPECTATION	8L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	8L2:2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN / UNIFYING THEME** New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	8L4d:	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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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Language Standards   8L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Reading</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Reading</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

7

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

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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

RH7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**EXPECTATION /  
CONTENT  
SPECIFICATION**

RH9:

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

Poetry Week 20, p. 209-214

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>

GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE EXPECTATION</b>	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>GRADE EXPECTATION</b>	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
<b>GRADE EXPECTATION</b>	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
<b>GRADE EXPECTATION</b>	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L1:	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.

GRADE EXPECTATION	8L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
GRADE EXPECTATION	8L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Language Standards   8L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Language Standards   8L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Reading</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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Poetry Week 21, p. 215-220

## New York P-12 Learning Standards

### Language Arts

**Grade 8 - Adopted: 2017/Effective 2020**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>

<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

<b>GRADE EXPECTATION</b>	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE EXPECTATION</b>	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>
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<b>GRADE EXPECTATION</b>	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE EXPECTATION</b>	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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<b>GRADE EXPECTATION</b>	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION 8W2f: Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

EXPECTATION / CONTENT SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
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GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
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GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
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GRADE EXPECTATION	8L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
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GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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 /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>	8th Grade Language Standards   8L	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	Vocabulary Acquisition and Use	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	Literacy 6-12 Anchor Standards for Reading	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	Key Ideas and Details	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	Literacy 6-12 Anchor Standards for Reading	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	Integration of Knowledge and Ideas	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	Literacy 6-12 Anchor Standards for Writing	

STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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Poetry Week 22, p. 221-226

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Writing Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		Text Types and Purposes

GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Speaking and Listening Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION 8R4: 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, tone, and mood, including words with multiple meanings. (RI&RL)

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	8W2:	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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GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION	8W3d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	8W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.
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EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
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GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:4	Explain the function of phrases and clauses in general, as well as in specific sentences.
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GRADE EXPECTATION	8L1:5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>	8th Grade Language Standards   8L	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	Vocabulary Acquisition and Use	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	Literacy 6-12 Anchor Standards for Reading	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	Key Ideas and Details	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	Literacy 6-12 Anchor Standards for Reading	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	Craft and Structure	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	Literacy 6-12 Anchor Standards for Reading	

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Response to Literature Week 23, p. 227-236

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		<b>New York State Next Generation English Language Arts Learning Standards</b>
CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>

<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>

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

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Craft and Structure</b>

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b> <b>New York State Next Generation English Language Arts Learning Standards</b>		

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

  

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RL&RI)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R6:	In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>GRADE EXPECTATION</b>	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	8W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	8L1:	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L6:</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Integration of Knowledge and Ideas</b>
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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### Timed Essay Week 24, p. 237-238

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Writing Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION		<b>Text Types and Purposes</b>

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
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GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L1:	<b>Core Conventions Skills for Grades 6-8:</b>

<b>GRADE EXPECTATION</b>	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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<b>GRADE EXPECTATION</b>	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>GRADE EXPECTATION</b>	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
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<b>GRADE EXPECTATION</b>	8L1:9	Recognize and correct inappropriate verb shifts.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	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 / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		Key Ideas and Details
<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Presentation of Knowledge and Ideas</b>

<b>GRADE EXPECTATION</b>	4	Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

<b>GRADE EXPECTATION</b>	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE EXPECTATION</b>	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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<b>GRADE EXPECTATION</b>	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / CONTENT SPECIFICATION	8SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Vocabulary Acquisition and Use</b>
EXPECTATION / CONTENT SPECIFICATION	8L4:	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
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**STRAND /  
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Unit 2: Writing from Notes Week 02, p. 17-32

**New York P-12 Learning Standards**

**Language Arts**

Grade 8 - Adopted: 2017/Effective 2020

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>GRADE EXPECTATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Craft and Structure</b>
<b>GRADE EXPECTATION</b>	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>
<b>GRADE EXPECTATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
<b>New York State Next Generation English Language Arts Learning Standards</b>		

**STRAND / DOMAIN / UNIFYING THEME**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>New York State Next Generation English Language Arts Learning Standards</b>		

**STRAND / DOMAIN / UNIFYING THEME**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>

EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Writing Standards   8W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	8W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
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GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</b>
<b>GRADE EXPECTATION</b>	<b>8W3d:</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8W5:</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
<b>GRADE EXPECTATION</b>	<b>8SL1a:</b>	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	<b>8SL1b:</b>	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8th Grade Language Standards   8L</b>

<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	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).

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8th Grade Language Standards   8L</b>

<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L6:</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
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**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Unit 3: Retelling Narrative Stories Week 03, p. 33-42

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

**STRAND /  
DOMAIN /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>

<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>GRADE EXPECTATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

<b>GRADE EXPECTATION</b>	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
<b>New York State Next Generation English Language Arts Learning Standards</b>		
STRAND / DOMAIN / UNIFYING THEME		<b>8th Grade Writing Standards   8W</b>
CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Writing Standards   8W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>New York State Next Generation English Language Arts Learning Standards</b>		
STRAND / DOMAIN / UNIFYING THEME		<b>8th Grade Writing Standards   8W</b>
CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Writing Standards   8W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
<b>New York State Next Generation English Language Arts Learning Standards</b>		
STRAND / DOMAIN / UNIFYING THEME		<b>8th Grade Speaking and Listening Standards   8SL</b>
CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Speaking and Listening Standards   8SL</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Reading</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION		
1		Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Unit 3: Retelling Narrative Stories Week 04, p. 43-48**

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE EXPECTATION</b>	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>GRADE EXPECTATION</b>	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
<b>GRADE EXPECTATION</b>	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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Unit 4: Summarizing a Reference Week 05, p. 49-60

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

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

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Reading Standards (Literary and Informational Text)   8R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
<b>GRADE EXPECTATION</b>	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
<b>GRADE EXPECTATION</b>	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
<b>GRADE EXPECTATION</b>	8L4a:	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.
<b>GRADE EXPECTATION</b>	8L4d:	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 /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>GRADE EXPECTATION</b>	<b>8L5b:</b>	Use the relationship between particular words to better understand each of the words.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L6:</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1</b>	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

4

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

2

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

**EXPECTATION /  
CONTENT  
SPECIFICATION**

3

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**EXPECTATION /  
CONTENT  
SPECIFICATION**

4

Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

7

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

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
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**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	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 / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Unit 4: Summarizing a Reference Week 06, p. 61-72

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Reading Standards (Literary and Informational Text)   8R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Writing Standards   8W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	8W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, <sup>8</sup> and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Writing Standards   8W</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	8W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</b>
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
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<b>GRADE EXPECTATION</b>	<b>8L4a:</b>	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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<b>GRADE EXPECTATION</b>	<b>8L4d:</b>	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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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L6:</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>1</b>	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>
EXPECTATION / CONTENT SPECIFICATION	WHST2:	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
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**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Unit 5: Writing from Pictures Week 07, p. 73-82

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION 8W2f: Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION	8W3c:	Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE EXPECTATION	8W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Speaking and Listening Standards   8SL</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	8SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Language Standards   8L</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	8L1:	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION 8L1:3 Recognize and correct pronouns that have unclear or ambiguous antecedents.

GRADE EXPECTATION 8L1:9 Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		<b>8th Grade Language Standards   8L</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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Unit 5: Writing from Pictures Week 08, p. 83-92

## New York P-12 Learning Standards

### Language Arts

**STRAND / DOMAIN / UNIFYING THEME****New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

GRADE EXPECTATION 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**STRAND / DOMAIN / UNIFYING THEME****New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND / DOMAIN / UNIFYING THEME****New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / DOMAIN / UNIFYING THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION 8W2f: Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

GRADE EXPECTATION 8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION 8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	<b>8L1:3</b>	Recognize and correct pronouns that have unclear or ambiguous antecedents.

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

**8L6:** Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /  
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UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

**3** Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /  
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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Unit 6: Summarizing Multiple References Week 09, p. 93-110

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>
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CATEGORY / CLUSTER / KEY IDEA		<b>English Language Arts Anchor Standards</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Reading Anchor Standards</b>

EXPECTATION / CONTENT SPECIFICATION		<b>Key Ideas and Details</b>
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GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Craft and Structure</b>

<b>GRADE EXPECTATION</b>	<b>4</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

<b>GRADE EXPECTATION</b>	<b>2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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<b>GRADE EXPECTATION</b>	<b>3</b>	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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<b>GRADE EXPECTATION</b>	<b>4</b>	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE EXPECTATION</b>	<b>7</b>	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>GRADE EXPECTATION</b>	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
<b>GRADE EXPECTATION</b>	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Integration of Knowledge and Ideas</b>
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Integration of Knowledge and Ideas</b>
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Craft and Structure</b>
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST2:	Write informative/explanatory text focused on discipline-specific content.
<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

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

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>Key Ideas and Details</b>
GRADE EXPECTATION	1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Reading Anchor Standards</b>

EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
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GRADE EXPECTATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Writing Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION	<b>Text Types and Purposes</b>

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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GRADE EXPECTATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
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GRADE EXPECTATION	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	<b>Writing Anchor Standards</b>
EXPECTATION / CONTENT SPECIFICATION	<b>Research to Build and Present Knowledge</b>

GRADE EXPECTATION	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
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GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RL&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

<b>GRADE EXPECTATION</b>	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
<b>GRADE EXPECTATION</b>	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND /  
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>Literacy 6-12 Anchor Standards for Writing</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Key Ideas and Details</b>
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		
CATEGORY / CLUSTER / KEY IDEA		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
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**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

**Unit 7: Inventive Writing Week 11, p. 119-126**

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards	
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards	
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes	
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards	
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards	
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration	

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
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GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
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GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION 8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L1:	<b>Core Conventions Skills for Grades 6-8:</b>
<b>GRADE EXPECTATION</b>	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
<b>GRADE EXPECTATION</b>	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>GRADE EXPECTATION</b>	8L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8

<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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Unit 7: Inventive Writing Week 12, p. 127-134

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>

<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>GRADE EXPECTATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Craft and Structure</b>

<b>GRADE EXPECTATION</b>	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

<b>GRADE EXPECTATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>GRADE EXPECTATION</b>	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>

<b>GRADE EXPECTATION</b>	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

<b>GRADE EXPECTATION</b>	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

**GRADE  
EXPECTATION** 3 **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

**GRADE  
EXPECTATION** 4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

**GRADE  
EXPECTATION** 6 **Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION** 8R2: **Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)**

**EXPECTATION /  
CONTENT  
SPECIFICATION** 8R3: **In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)**

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8W2:</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>GRADE EXPECTATION</b>	<b>8W2a:</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	<b>8W2b:</b>	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	<b>8W2c:</b>	Use precise language and content-specific vocabulary to explain a topic.
<b>GRADE EXPECTATION</b>	<b>8W2d:</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	<b>8W2e:</b>	Provide a concluding statement or section that explains the significance of the information presented.
<b>GRADE EXPECTATION</b>	<b>8W2f:</b>	Establish and maintain a style appropriate to the writing task.

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8W3:</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</b>
<b>GRADE EXPECTATION</b>	<b>8W3d:</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
<b>GRADE EXPECTATION</b>	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>GRADE EXPECTATION</b>	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>

EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>WHST2:</b>	<b>Write informative/explanatory text focused on discipline-specific content.</b>
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Text Types and Purposes</b>	
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Research to Build and Present Knowledge</b>	
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

EXPECTATION / WHST7: Draw evidence from informational texts to support analysis, reflection, and research.  
CONTENT  
SPECIFICATION

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

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE 1 EXPECTATION Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE 2 EXPECTATION Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE 5 EXPECTATION Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE EXPECTATION</b>	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>
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<b>GRADE EXPECTATION</b>	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE EXPECTATION</b>	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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<b>GRADE EXPECTATION</b>	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>

<b>GRADE EXPECTATION</b>	8SL1a:	Come to discussions prepared, having read or researched material under study; 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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<b>GRADE EXPECTATION</b>	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L4:	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>

<b>GRADE EXPECTATION</b>	8L4a:	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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<b>GRADE EXPECTATION</b>	8L4d:	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 / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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**Unit 8: Formal Essay Models Week 14, p. 139-146**

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>Text Types and Purposes</b>

<b>GRADE EXPECTATION</b>	<b>2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>GRADE EXPECTATION</b>	<b>3</b>	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	<b>5</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>Research to Build and Present Knowledge</b>

<b>GRADE EXPECTATION</b>	<b>6</b>	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
<b>GRADE EXPECTATION</b>	<b>7</b>	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

<b>GRADE EXPECTATION</b>	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

<b>GRADE EXPECTATION</b>	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
<b>GRADE EXPECTATION</b>	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	8W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	8W6:	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
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GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN / UNIFYING THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH7:	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 / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

EXPECTATION / WHST7: Draw evidence from informational texts to support analysis, reflection, and research.  
CONTENT  
SPECIFICATION

Unit 8: Formal Essay Models Week 15, p. 147-172

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		Key Ideas and Details

**GRADE EXPECTATION** 1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**GRADE EXPECTATION** 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**GRADE EXPECTATION** 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		English Language Arts Anchor Standards
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Reading Anchor Standards
<b>EXPECTATION / CONTENT SPECIFICATION</b>		Craft and Structure

**GRADE EXPECTATION** 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>

<b>GRADE EXPECTATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>GRADE EXPECTATION</b>	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE EXPECTATION</b>	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>
<b>GRADE EXPECTATION</b>	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
<b>GRADE EXPECTATION</b>	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
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**STRAND /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /  
DOMAIN /  
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /  
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8th Grade Reading Standards (Literary and Informational Text)   8R</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Key Ideas and Details</b>	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R3:	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8th Grade Writing Standards   8W</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Text Types and Purposes</b>	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE EXPECTATION</b>	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
<b>GRADE EXPECTATION</b>	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
<b>GRADE EXPECTATION</b>	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
<b>GRADE EXPECTATION</b>	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND /  
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UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
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GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
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GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
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GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
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**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
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GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE EXPECTATION	8L4d:	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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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Key Ideas and Details</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST7:	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
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<b>EXPECTATION / CONTENT SPECIFICATION</b>	RST9:	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
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**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

**EXPECTATION /  
CONTENT  
SPECIFICATION**

**WHST2:** Write informative/explanatory text focused on discipline-specific content.

<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
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<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
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<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Text Types and Purposes</b>

EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
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EXPECTATION / CONTENT SPECIFICATION	WHST4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
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STRAND / DOMAIN / UNIFYING THEME	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
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CATEGORY / CLUSTER / KEY IDEA		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
STANDARD / CONCEPTUAL UNDERSTANDING		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
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Unit 8: Formal Essay Models Week 16, p. 173-176

## New York P-12 Learning Standards

### Language Arts

Grade 8 - Adopted: 2017/Effective 2020

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>
<b>GRADE EXPECTATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>GRADE EXPECTATION</b>	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>New York State Next Generation English Language Arts Learning Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE EXPECTATION</b>	6	Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
<b>GRADE EXPECTATION</b>	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>New York State Next Generation English Language Arts Learning Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas
GRADE EXPECTATION	5	Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>New York State Next Generation English Language Arts Learning Standards</b>		
CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	8W2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
GRADE EXPECTATION	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION	8W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	8W2d:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	8W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	8W2f:	Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
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<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8SL1:</b>	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>

GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Vocabulary Acquisition and Use</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L6:</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /  
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND /  
DOMAIN /  
UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Literacy 6-12 Anchor Standards for Writing</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<b>EXPECTATION / CONTENT SPECIFICATION</b>	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND /  
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UNIFYING  
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Integration of Knowledge and Ideas</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**STRAND /  
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THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST2:	Write informative/explanatory text focused on discipline-specific content.
<b>GRADE EXPECTATION</b>	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
<b>GRADE EXPECTATION</b>	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
<b>GRADE EXPECTATION</b>	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>GRADE EXPECTATION</b>	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>STRAND / DOMAIN / UNIFYING THEME</b>		<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

**Unit 8: Formal Essay Models Week 17, p. 177-182**

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STRAND / DOMAIN / UNIFYING THEME	<b>New York State Next Generation English Language Arts Learning Standards</b>	

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8W2:</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE EXPECTATION 8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

GRADE EXPECTATION 8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

GRADE EXPECTATION 8W2c: Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION 8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE EXPECTATION 8W2e: Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION 8W2f: Establish and maintain a style appropriate to the writing task.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W3:	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</b>
GRADE EXPECTATION	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Writing Standards   8W</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Research to Build and Present Knowledge</b>
EXPECTATION / CONTENT SPECIFICATION	8W7:	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Speaking and Listening Standards   8SL</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Comprehension and Collaboration</b>
EXPECTATION / CONTENT SPECIFICATION	8SL1:	<b>Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</b>
GRADE EXPECTATION	8SL1a:	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE EXPECTATION	8SL1b:	Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>8th Grade Language Standards   8L</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Conventions of Academic English/Language for Learning (Appendix A)</b>
EXPECTATION / CONTENT SPECIFICATION	8L1:	<b>Core Conventions Skills for Grades 6-8:</b>

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.

**STRAND / DOMAIN / UNIFYING THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION 3 Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

**STRAND / DOMAIN / UNIFYING THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.
GRADE EXPECTATION	WHST2b:	Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.
GRADE EXPECTATION	WHST2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to inform and/or to explain the topic.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**Unit 9: Formal Critique Week 18, p. 183-198**

**New York P-12 Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017/Effective 2020**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Reading Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Key Ideas and Details</b>
<b>GRADE EXPECTATION</b>	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>GRADE EXPECTATION</b>	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>GRADE EXPECTATION</b>	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>
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<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Writing Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Text Types and Purposes</b>
<b>GRADE EXPECTATION</b>	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>GRADE EXPECTATION</b>	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Speaking and Listening Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Comprehension and Collaboration</b>

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Knowledge of Language</b>

GRADE EXPECTATION 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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THEME**

**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>English Language Arts Anchor Standards</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Language Anchor Standards</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>		<b>Vocabulary Acquisition and Use</b>

GRADE EXPECTATION 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION 6 Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		8th Grade Reading Standards (Literary and Informational Text)   8R
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Key Ideas and Details

<b>EXPECTATION / CONTENT SPECIFICATION</b>	8R2:	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		8th Grade Writing Standards   8W
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Text Types and Purposes
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

<b>GRADE EXPECTATION</b>	8W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
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<b>GRADE EXPECTATION</b>	8W2f:	Establish and maintain a style appropriate to the writing task.
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**New York State Next Generation English Language Arts Learning Standards**

<b>CATEGORY / CLUSTER / KEY IDEA</b>		8th Grade Writing Standards   8W
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Text Types and Purposes
<b>EXPECTATION / CONTENT SPECIFICATION</b>	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

<b>GRADE EXPECTATION</b>	8W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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THEME**

**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards   8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Speaking and Listening Standards   8SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	8SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

GRADE EXPECTATION 8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**STRAND / DOMAIN / UNIFYING THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards   8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L1:</b>	<b>Core Conventions Skills for Grades 6-8:</b>
GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents.
GRADE EXPECTATION	8L1:6	Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GRADE EXPECTATION	8L1:7	Explain the function of verbals (gerunds, participles, infinitives).
GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8th Grade Language Standards   8L</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Vocabulary Acquisition and Use</b>	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L4:</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	8L4d:	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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>New York State Next Generation English Language Arts Learning Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8th Grade Language Standards   8L</b>	
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>Vocabulary Acquisition and Use</b>	
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L6:</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards</b>	
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>	

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
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