

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

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grade: 8

## Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

### Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

**STANDARD /  
BENCHMARK**

**KEY IDEAS AND DETAILS**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

**STANDARD /  
BENCHMARK**

**CRAFT AND STRUCTURE**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

**STANDARD /  
BENCHMARK**

**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Language</b>

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Language</b>

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.2.

Analyze literary text development.

PROFICIENCY LEVEL

RL.8.2.a.

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.4.

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

BENCHMARK / GRADE LEVEL INDICATOR

RL.8.5.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Ohio Learning Standards

### Language Arts

#### Grade 8 - Adopted: 2017

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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PROFICIENCY LEVEL	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.

PROFICIENCY  
LEVEL

RL.8.2.a.

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.4.

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

BENCHMARK / GRADE LEVEL INDICATOR	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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PROFICIENCY LEVEL	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Poetry Week 22, p. 221-226

**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Literature K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	

BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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PROFICIENCY LEVEL	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Response to Literature Week 23, p. 227-236

**Ohio Learning Standards**

**Language Arts**

Grade 8 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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**BENCHMARK /  
GRADE LEVEL  
INDICATOR**

**RL.8.2.**

**Analyze literary text development.**

PROFICIENCY  
LEVEL

RL.8.2.a.

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.3.

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.5.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</b>

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.8.</b>	<b>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</b>

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Timed Essay Week 24, p. 237-238

**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

4.

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

BENCHMARK / GRADE LEVEL INDICATOR

5.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

6.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

W.8.2.

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

PROFICIENCY LEVEL

W.8.2.a.

Establish a clear thesis statement to present information.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	

BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>

BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 2: Writing from Notes Week 02, p. 17-32

**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Language</b>		
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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**BENCHMARK /  
GRADE LEVEL  
INDICATOR**

**RI.8.2.**

**Analyze informational text development.**

PROFICIENCY  
LEVEL

RI.8.2.a.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RI.8.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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**BENCHMARK /  
GRADE LEVEL  
INDICATOR**

**W.8.2.**

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

PROFICIENCY  
LEVEL

W.8.2.a.

Establish a clear thesis statement to present information.

PROFICIENCY  
LEVEL

W.8.2.b.

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

PROFICIENCY  
LEVEL

W.8.2.c.

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

PROFICIENCY  
LEVEL

W.8.2.d.

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

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

**STANDARD / BENCHMARK** **KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

**STANDARD / BENCHMARK** **CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

**STANDARD / BENCHMARK** **INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

**STANDARD / BENCHMARK** **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

3.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

9.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
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PROFICIENCY LEVEL

RL.8.2.a.

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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**BENCHMARK / GRADE LEVEL INDICATOR**

W.8.3.

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

PROFICIENCY LEVEL

W.8.3.c.

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

PROFICIENCY LEVEL

W.8.3.e.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR

W.8.4.

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

BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
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PROFICIENCY LEVEL

RL.8.2.a.

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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**BENCHMARK / GRADE LEVEL INDICATOR**

W.8.3.

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

PROFICIENCY LEVEL

W.8.3.c.

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

PROFICIENCY LEVEL

W.8.3.e.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR

W.8.4.

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

BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

9.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
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PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
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STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

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

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

9.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.8.4.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

W.8.2.

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

PROFICIENCY LEVEL

W.8.2.a.

Establish a clear thesis statement to present information.

PROFICIENCY LEVEL

W.8.2.b.

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

PROFICIENCY LEVEL

W.8.2.c.

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

PROFICIENCY LEVEL

W.8.2.d.

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

PROFICIENCY LEVEL

W.8.2.e.

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

PROFICIENCY LEVEL

W.8.2.g.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.8.4.

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

BENCHMARK / GRADE LEVEL INDICATOR

W.8.5.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

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

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 5: Writing from Pictures Week 07, p. 73-82

**Ohio Learning Standards**

**Language Arts**

Grade 8 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

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

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL      L.8.3.a.      Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR      L.8.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK / GRADE LEVEL INDICATOR      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.

BENCHMARK / GRADE LEVEL INDICATOR      3.      Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR      4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR      5.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
----------------------	--	---------------------------------

BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

6.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.8.3.

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

PROFICIENCY  
LEVEL

W.8.3.c.

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

PROFICIENCY  
LEVEL

W.8.3.e.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 6: Summarizing Multiple References Week 09, p. 93-110

**Ohio Learning Standards**

**Language Arts**

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.8.10.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

SL.8.1.

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

PROFICIENCY  
LEVEL

SL.8.1.a.

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

PROFICIENCY  
LEVEL

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY  
LEVEL

SL.8.1.c.

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

PROFICIENCY  
LEVEL

SL.8.1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

SL.8.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

L.8.1.

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PROFICIENCY  
LEVEL

L.8.1.b.

Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>

<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 6: Summarizing Multiple References Week 10, p. 111-118

**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>TEXT TYPES AND PURPOSES</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>KNOWLEDGE OF LANGUAGE</b>	

BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>KEY IDEAS AND DETAILS</b>	
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>	<b>CRAFT AND STRUCTURE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.8.10.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

SL.8.1.

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

PROFICIENCY  
LEVEL

SL.8.1.a.

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

PROFICIENCY  
LEVEL

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY  
LEVEL

SL.8.1.c.

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

PROFICIENCY  
LEVEL

SL.8.1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

SL.8.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

L.8.1.

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

PROFICIENCY  
LEVEL

L.8.1.b.

Form and use verbs in the active and passive voice.



BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
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<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
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<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
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<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: Inventive Writing Week 12, p. 127-134

**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN / ACADEMIC CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

8.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Informational Text K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

**STANDARD /  
BENCHMARK**      **VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 7: Inventive Writing Week 13, p. 135-138

**Ohio Learning Standards**

**Language Arts**

Grade 8 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

**STANDARD /  
BENCHMARK**      **KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

**STANDARD /  
BENCHMARK**      **CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

**STANDARD /  
BENCHMARK**      **INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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**BENCHMARK /  
GRADE LEVEL  
INDICATOR**

RL.8.2.

**Analyze literary text development.**

PROFICIENCY  
LEVEL

RL.8.2.a.

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.4.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.8.5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**Ohio Learning Standards**

**Language Arts**

Grade 8 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

4.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

5.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

7.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

8.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

9.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

1.

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

BENCHMARK /  
GRADE LEVEL  
INDICATOR

2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

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.

BENCHMARK /  
GRADE LEVEL  
INDICATOR

6.

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /  
GRADE LEVEL  
INDICATOR

W.8.2.

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

PROFICIENCY  
LEVEL

W.8.2.a.

Establish a clear thesis statement to present information.

PROFICIENCY  
LEVEL

W.8.2.b.

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

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

PROFICIENCY LEVEL      L.8.3.a.      Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR      L.8.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Ohio Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2017**

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR      2.      Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

BENCHMARK / GRADE LEVEL INDICATOR      3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR      4.      Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN / ACADEMIC CONTENT STANDARD**

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

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Language</b>
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Language</b>
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>Reading Standards for Literature K–12</b>
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Reading Standards for Informational Text K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

**DOMAIN / ACADEMIC CONTENT STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Language Standards K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>Language Standards K–12</b>		
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	L.8.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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**Ohio Learning Standards**  
**Language Arts**  
**Grade 8 - Adopted: 2017**

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Reading</b>		
<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	7.	<b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>

<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>

BENCHMARK / GRADE LEVEL INDICATOR	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>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STANDARD / BENCHMARK</b>	<b>RANGE OF WRITING</b>	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STANDARD / BENCHMARK</b>	<b>COMPREHENSION AND COLLABORATION</b>	

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

**STANDARD / BENCHMARK** **VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

**STANDARD / BENCHMARK** **TEXT TYPES AND PURPOSES**

**BENCHMARK / GRADE LEVEL INDICATOR** **W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

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

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

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Language Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Writing Standards K–12</b>	
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<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

**STANDARD / BENCHMARK** **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Writing Standards K–12**

**STANDARD / BENCHMARK** **RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Speaking and Listening Standards K–12**

**STANDARD / BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**DOMAIN / ACADEMIC CONTENT STANDARD** **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>Language Standards K–12</b>

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>Language Standards K–12</b>

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>		<b>Language Standards K–12</b>

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Ohio Learning Standards

### Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>TEXT TYPES AND PURPOSES</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

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

<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>KEY IDEAS AND DETAILS</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
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PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>CRAFT AND STRUCTURE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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**DOMAIN / ACADEMIC CONTENT STANDARD**

**Reading Standards for Literature K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Writing Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>RANGE OF WRITING</b>
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /  
ACADEMIC  
CONTENT  
STANDARD**

**Speaking and Listening Standards K–12**

<b>STANDARD / BENCHMARK</b>		<b>COMPREHENSION AND COLLABORATION</b>
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<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Speaking and Listening Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K–12</b>	
<b>STANDARD / BENCHMARK</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>BENCHMARK / GRADE LEVEL INDICATOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>DOMAIN / ACADEMIC CONTENT STANDARD</b>	<b>Language Standards K-12</b>	
<b>STANDARD / BENCHMARK</b>	<b>VOCABULARY ACQUISITION AND USE</b>	
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.