

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

Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grade: 8

## Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

### Rhode Island World-Class Standards

#### Language Arts

Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR

7

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

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM

5

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.

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM

10

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

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR

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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR

1.b.

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

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Craft and Structure</b>
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	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**

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Range of Writing</b>
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GSE STEM	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**

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

STATEMENT OF ENDURING KNOWLEDGE		<b>Comprehension and Collaboration</b>
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
GSE STEM	5	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Comprehension and Collaboration</b>
GSE STEM	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>

SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Conventions of Standard English</b>
GSE STEM	1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b>
SPECIFIC INDICATOR		<b>Sentence Structure, Variety, and Meaning</b>

INDICATOR	1.a.	Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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 its part of speech.
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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	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**

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

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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**

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

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>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>
<b>SPECIFIC INDICATOR</b>	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
<b>SPECIFIC INDICATOR</b>	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>SPECIFIC INDICATOR</b>	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>SPECIFIC INDICATOR</b>	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</b>
<b>SPECIFIC INDICATOR</b>		<b>Sentence Structure, Variety, and Meaning</b>
<b>INDICATOR</b>	1.a.	Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>SPECIFIC INDICATOR</b>	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>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>
<b>SPECIFIC INDICATOR</b>	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.

SPECIFIC INDICATOR	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 its part of speech.
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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments focused on discipline-specific content.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
GSE STEM	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	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.
GSE STEM	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.
<b>DOMAIN</b>		<b>Grade 8 Reading Standards</b>

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.

**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.

**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	1	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	2	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	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</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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.
<b>DOMAIN</b>		<b>Grade 8 Speaking and Listening Standards [SL]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	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</b>		<b>Grade 8 Language Standards [L]</b>

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning

INDICATOR 1.a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.

**DOMAIN** Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 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** Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Poetry Week 22, p. 221-226

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM 5 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.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

SPECIFIC INDICATOR 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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**

**Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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**

**Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure, Variety, and Meaning
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INDICATOR	1.a.	Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.
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**DOMAIN**

**Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
<b>DOMAIN</b> Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.

SPECIFIC INDICATOR	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** Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Response to Literature Week 23, p. 227-236

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
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GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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SPECIFIC INDICATOR	3	Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM 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.)

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>8</b>	<b>When conducting research, 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>
<b>GSE STEM</b>	<b>9</b>	<b>Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.</b>

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
<b>GSE STEM</b>	<b>10</b>	<b>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.</b>

**DOMAIN**                      **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Timed Essay Week 24, p. 237-238

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).



<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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GSE STEM	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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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
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GSE STEM	5	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.



SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>4</b>	<b>Present information, findings, and supporting evidence such that:</b>

SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM 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.)

**DOMAIN** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>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>

SPECIFIC INDICATOR 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR 1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR	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** **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Unit 2: Writing from Notes Week 02, p. 17-32

**Rhode Island World-Class Standards**

**Language Arts**

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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**DOMAIN**                      **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN**                      **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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**                      **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	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</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>

GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>

GSE STEM	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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<b>DOMAIN</b>		<b>Grade 8 Speaking and Listening Standards [SL]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>

<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	1	<b>Write arguments focused on discipline-specific content.</b>
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	2	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** Grade 8 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN** Grade 8 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN** Grade 8 Reading Standards

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** Grade 8 Writing Standards [W]

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
<b>DOMAIN</b> Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.

SPECIFIC INDICATOR	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</b> Grade 8 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**  
**Language Arts**  
**Grade 8 - Adopted: 2021**

<b>DOMAIN</b> Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<b>DOMAIN</b> Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>DOMAIN</b> Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards		

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	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.

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>
<b>SPECIFIC INDICATOR</b>	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
<b>SPECIFIC INDICATOR</b>	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>SPECIFIC INDICATOR</b>	1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
<b>SPECIFIC INDICATOR</b>	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>4</b>	<b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>1</b>	<b>Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.</b>
<b>GSE STEM</b>	<b>2</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>4</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	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</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	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.
GSE STEM	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.

**DOMAIN**                      **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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**DOMAIN**                      **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**DOMAIN**                      **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	1	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	2	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	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.)

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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** Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.b.	Use the relationship between particular words to better understand each of the words.

**DOMAIN** Grade 8 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
<b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
SPECIFIC INDICATOR	2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>		
STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
<b>DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	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.

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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** College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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** College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	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.)

**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 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.

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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**GSE STEM 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SPECIFIC INDICATOR 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR 1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPECIFIC INDICATOR 1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>DOMAIN</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
GSE STEM	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</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	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.
<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Unit 5: Writing from Pictures Week 08, p. 83-92

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
SPECIFIC INDICATOR	3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	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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**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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**

**Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 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.

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 7 Conduct short as well as more sustained 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.

GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	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.

GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	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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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained 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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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Unit 6: Summarizing Multiple References Week 10, p. 111-118

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR	4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
<b>DOMAIN</b>		<b>Grade 8 Reading Standards</b>
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>DOMAIN</b>		<b>Grade 8 Reading Standards</b>
STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
<b>DOMAIN</b>		<b>Grade 8 Writing Standards [W]</b>
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR

1.d.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR

2.a.

Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR

2.b.

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

SPECIFIC INDICATOR

2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR

2.d.

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

SPECIFIC INDICATOR

2.e.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR

2.f.

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

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM

4

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

GSE STEM

5

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.

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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**

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

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	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.)

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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**SPECIFIC INDICATOR**      3.a.      Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN**      **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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**GSE STEM**      6      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

**SPECIFIC INDICATOR**      1      Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

**SPECIFIC INDICATOR**      4      Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

**SPECIFIC INDICATOR**      7      Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN**      **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	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.

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**DOMAIN**

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, 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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained 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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GSE STEM	8	When conducting research, 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** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
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**DOMAIN**

**Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		<b>Grade 8 Reading Standards for Literature [RL]</b>
GSE STEM		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
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**DOMAIN**

**Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Comprehension and Collaboration</b>
GSE STEM	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>

SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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**

**Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Vocabulary Acquisition and Use</b>
GSE STEM	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>

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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**

**Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	1	<b>Write arguments focused on discipline-specific content.</b>
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	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.

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, 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****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

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

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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**                      **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

**DOMAIN**                      **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN**                      **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>
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SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SPECIFIC INDICATOR 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR 2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM 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.)

**DOMAIN**                      **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**DOMAIN**                      **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, 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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

**DOMAIN**                      **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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**                      **Grade 8 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

SPECIFIC INDICATOR 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>

SPECIFIC INDICATOR 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained 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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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
GSE STEM	7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
<b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
GSE STEM	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</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
<b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b>		

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 8 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Craft and Structure</b>
SPECIFIC INDICATOR	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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	1	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>
SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	2	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	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.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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**DOMAIN**

**Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained 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.
GSE STEM	8	When conducting research, 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** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GSE STEM</b>	<b>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>
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>GSE STEM</b>		<b>Integration of Knowledge and Ideas</b>
SPECIFIC INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>
SPECIFIC INDICATOR	1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments focused on discipline-specific content.</b>

SPECIFIC INDICATOR

1.d.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR

2.a.

Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPECIFIC INDICATOR

2.b.

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

SPECIFIC INDICATOR

2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.

SPECIFIC INDICATOR

2.d.

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

SPECIFIC INDICATOR

2.e.

Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

SPECIFIC INDICATOR

2.f.

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

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM

4

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

GSE STEM

5

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.

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained 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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GSE STEM	8	When conducting research, 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** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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GSE STEM	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** **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.

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

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

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

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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** **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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** **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>

SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>

SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	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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**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
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**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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**DOMAIN**

**Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	7	Conduct short as well as more sustained 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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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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## Rhode Island World-Class Standards

## Language Arts

Grade 8 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write arguments focused on discipline-specific content.

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN** Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	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.

**DOMAIN**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
GSE STEM	8	When conducting research, 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**

**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN**

**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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.
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**DOMAIN** **Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>
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SPECIFIC INDICATOR	1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
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<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
SPECIFIC INDICATOR	2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Text Types and Purposes</b>
GSE STEM	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>
SPECIFIC INDICATOR	3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
SPECIFIC INDICATOR	3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
GSE STEM	<b>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>

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Production and Distribution of Writing</b>
GSE STEM	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

**DOMAIN** **Grade 8 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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** **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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** **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
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<b>GSE STEM</b>	<b>3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

SPECIFIC INDICATOR	2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SPECIFIC INDICATOR	2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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SPECIFIC INDICATOR	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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
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GSE STEM	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 vocabulary, eye contact, volume, and pronunciation.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

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

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
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GSE STEM	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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GSE STEM	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.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Key Ideas and Details</b>
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SPECIFIC INDICATOR	1	Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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SPECIFIC INDICATOR	2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
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<b>GSE STEM</b>		<b>Craft and Structure</b>
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SPECIFIC INDICATOR	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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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**DOMAIN**

**Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Literature [RL]</b>
<b>GSE STEM</b>		<b>Range of Reading and Level of Text Complexity</b>

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

**DOMAIN Grade 8 Reading Standards**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Grade 8 Reading Standards for Informational Text [RI]</b>
<b>GSE STEM</b>		<b>Key Ideas and Details</b>

SPECIFIC INDICATOR 1 Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)

**DOMAIN Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>1</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</b>

SPECIFIC INDICATOR 1.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>2</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

SPECIFIC INDICATOR 2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SPECIFIC INDICATOR 2.e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**DOMAIN Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>3</b>	<b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>

SPECIFIC INDICATOR 3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SPECIFIC INDICATOR 3.d. Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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GSE STEM	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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**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
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<b>GSE STEM</b>	<b>5</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
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**DOMAIN**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
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GSE STEM	8	When conducting research, 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**                      **Grade 8 Writing Standards [W]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
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GSE STEM	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**                      **Grade 8 Speaking and Listening Standards [SL]**

<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>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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SPECIFIC INDICATOR	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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SPECIFIC INDICATOR	1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
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**DOMAIN** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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** **Grade 8 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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