

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

## Secondary Criteria: Wyoming Content and Performance Standards

**Subject:** Language Arts

**Grade:** 8

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

Poetry Week 19, p. 199-208

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

#### **CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

##### **BENCHMARK**      **Key Ideas and Details**

GRADE LEVEL EXAMPLE      RL.8.1.      Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### **CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

##### **BENCHMARK**      **Craft and Structure**

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

GRADE LEVEL EXAMPLE      RL.8.5.      Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

#### **CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

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

GRADE LEVEL EXAMPLE      RL.8.10.      By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

#### **CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

##### **BENCHMARK**      **Text Types and Purposes**

GRADE LEVEL EXAMPLE      W.8.3.      Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION      W.8.3(d)      Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### **CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

##### **BENCHMARK**      **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GRADE LEVEL EXAMPLE	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>

GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

Poetry Week 21, p. 215-220

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GRADE LEVEL EXAMPLE	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.

EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

Poetry Week 22, p. 221-226

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
GRADE LEVEL EXAMPLE	RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>



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

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

Response to Literature Week 23, p. 227-236

**CONTENT STANDARD      WY.RL.8.      Reading Standards for Literature****BENCHMARK      Key Ideas and Details**

GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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**CONTENT STANDARD      WY.RL.8.      Reading Standards for Literature****BENCHMARK      Craft and Structure**

GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**CONTENT STANDARD      WY.RL.8.      Reading Standards for Literature****BENCHMARK      Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**CONTENT STANDARD      WY.W.8.      Writing Standards****BENCHMARK      Text Types and Purposes**

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

GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Timed Essay Week 24, p. 237-238

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 1: Note Making and Outlines Week 01, p. 9-16

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

#### CONTENT STANDARD      WY.RI.8.      Reading Standards for Informational Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### CONTENT STANDARD      WY.RI.8.      Reading Standards for Informational Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### CONTENT STANDARD      WY.W.8.      Writing Standards

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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#### CONTENT STANDARD      WY.SL.8.      Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Unit 2: Writing from Notes Week 02, p. 17-32

### Wyoming Content and Performance Standards

#### Language Arts

#### Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD</b>	<b>WY.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.SL.8.**      **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Wyoming Content and Performance Standards

## Language Arts

Grade 8 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature****BENCHMARK**      **Key Ideas and Details**

GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature****BENCHMARK**      **Craft and Structure**

GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature****BENCHMARK**      **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards****BENCHMARK**      **Text Types and Purposes**

GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards****BENCHMARK**      **Text Types and Purposes**

GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards****BENCHMARK**      **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Wyoming Content and Performance Standards

### Language Arts

#### Grade 8 - Adopted: 2012

#### **CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### **CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### **CONTENT STANDARD**      **WY.RL.8.**      **Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.SL.8.      Speaking and Listening Standards**

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

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

**CONTENT STANDARD**      **WY.SL.8.      Speaking and Listening Standards**

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT STANDARD**      **WY.L.8.      Language Standards**

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

**CONTENT STANDARD**      **WY.L.8.      Language Standards**

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

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

## Wyoming Content and Performance Standards

### Language Arts

#### Grade 8 - Adopted: 2012

#### CONTENT STANDARD WY.RI.8. Reading Standards for Informational Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### CONTENT STANDARD WY.RI.8. Reading Standards for Informational Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### CONTENT STANDARD WY.W.8. Writing Standards

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>



<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

### Wyoming Content and Performance Standards

#### Language Arts

#### Grade 8 - Adopted: 2012

#### **CONTENT STANDARD**      **WY.RI.8.**      **Reading Standards for Informational Text**

#### **BENCHMARK**      **Key Ideas and Details**

<b>GRADE LEVEL EXAMPLE</b>	<b>RI.8.1.</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### **CONTENT STANDARD**      **WY.RI.8.**      **Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Unit 5: Writing from Pictures Week 07, p. 73-82

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

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

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2012**

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

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

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

#### CONTENT STANDARD WY.RI.8. Reading Standards for Informational Text

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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#### CONTENT STANDARD WY.RI.8. Reading Standards for Informational Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### CONTENT STANDARD WY.W.8. Writing Standards

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

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

### Wyoming Content and Performance Standards

#### Language Arts

#### Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>CONTENT STANDARD</b>	<b>WY.RI.8.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>

GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.SL.8.**      **Speaking and Listening Standards**

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

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.8.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CONTENT STANDARD</b>	<b>WY.RI.8.</b>	<b>Reading Standards for Informational Text</b>
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

**CONTENT STANDARD**      **WY.W.8. Writing Standards**

**BENCHMARK**      **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CONTENT STANDARD**      **WY.W.8. Writing Standards**

**BENCHMARK**      **Research to Build and Present Knowledge**

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

**CONTENT STANDARD**      **WY.W.8. Writing Standards**

**BENCHMARK**      **Range of Writing**

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

**BENCHMARK**      **Comprehension and Collaboration**

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

**CONTENT STANDARD**      **WY.SL.8. Speaking and Listening Standards**



BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>

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

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

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

## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.8.</b>	<b>Reading Standards for Literature</b>
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CONTENT STANDARD**      **WY.RL.8.      Reading Standards for Literature**

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

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**CONTENT STANDARD**      **WY.W.8.      Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**CONTENT STANDARD**      **WY.SL.8.      Speaking and Listening Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CONTENT STANDARD**      **WY.W.8. Writing Standards**

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

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.SL.8. Speaking and Listening Standards**

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

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2012**

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

EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.8.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>CONTENT STANDARD</b>	<b>WY.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>CONTENT STANDARD</b>	<b>WY.L.8.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Wyoming Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2012

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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

**CONTENT STANDARD**      **WY.W.8.**      **Writing Standards**

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



**CONTENT STANDARD**      **WY.SL.8. Speaking and Listening Standards**

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

**CONTENT STANDARD**      **WY.SL.8. Speaking and Listening Standards**

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

**CONTENT STANDARD**      **WY.L.8. Language Standards**

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

**CONTENT STANDARD**      **WY.L.8. Language Standards**

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

# Wyoming Content and Performance Standards

## Language Arts

Grade 8 - Adopted: 2012

### CONTENT STANDARD WY.W.8. Writing Standards

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

### CONTENT STANDARD WY.W.8. Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### CONTENT STANDARD WY.W.8. Writing Standards

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

### CONTENT STANDARD WY.W.8. Writing Standards

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

**CONTENT STANDARD**      **WY.SL.8.      Speaking and Listening Standards**

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

**CONTENT STANDARD**      **WY.SL.8.      Speaking and Listening Standards**

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

**CONTENT STANDARD**      **WY.L.8.      Language Standards**

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

**CONTENT STANDARD**      **WY.L.8.      Language Standards**

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

# Wyoming Content and Performance Standards

## Language Arts

Grade 8 - Adopted: 2012

### CONTENT STANDARD WY.RL.8. Reading Standards for Literature

#### BENCHMARK Key Ideas and Details

GRADE LEVEL EXAMPLE RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### CONTENT STANDARD WY.RL.8. Reading Standards for Literature

#### BENCHMARK Craft and Structure

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

### CONTENT STANDARD WY.RL.8. Reading Standards for Literature

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

GRADE LEVEL EXAMPLE RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

### CONTENT STANDARD WY.W.8. Writing Standards

#### BENCHMARK Text Types and Purposes

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

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

### CONTENT STANDARD WY.W.8. Writing Standards

#### BENCHMARK Production and Distribution of Writing

GRADE LEVEL EXAMPLE W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

### CONTENT STANDARD WY.W.8. Writing Standards

#### BENCHMARK Research to Build and Present Knowledge

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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

**CONTENT STANDARD**      **WY.L.8.**      **Language Standards**

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