

# Main Criteria: Voyages in Writing

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 8

## Voyages in Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

### Hawaii Content and Performance Standards

#### Language Arts

Grade 8 - Adopted: 2025

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN

#### Key Ideas and Details

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.1.

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

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.2.

Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.3.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN

#### Craft and Structure

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.4.

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

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
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**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
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EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>

<b>EXPECTATION / TOPIC</b>	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**                      **Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>

<b>EXPECTATION / TOPIC</b>	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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<b>EXPECTATION / TOPIC</b>	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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<b>EXPECTATION / TOPIC</b>	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 / COURSE**                      **Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.5.	Accurately use 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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Lesson 02: Unit 2 Writing from Notes, pp. 19-28

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**                      **Reading Anchor Standards**

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

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD / COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD / COURSE****Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 / COURSE****Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	<b>Analyze informational text development:</b>
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EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT STANDARD / COURSE****Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 / COURSE****Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
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**CONTENT STANDARD / COURSE****Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
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EXPECTATION / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</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 / TOPIC	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 / TOPIC	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
<b>CONTENT STANDARD / COURSE</b>	<b>Reading Anchor Standards</b>	
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD / COURSE</b>	<b>Reading Anchor Standards</b>	
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>	<b>Writing Anchor Standards</b>	
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
<b>CONTENT STANDARD / COURSE</b>	<b>Writing Anchor Standards</b>	
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT STANDARD / COURSE** **Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

8.RL.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 /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

8.RL.2.

**Analyze literary text development:**

EXPECTATION /  
TOPIC

a.

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

**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

8.RL.3.

**Analyze literary elements:**

EXPECTATION /  
TOPIC

a.

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

**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

8.RL.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 /  
COURSE**

**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

8.RL.10.

Read and comprehend literary texts appropriately complex for grade 8.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

8.W.3.

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

EXPECTATION / TOPIC

a.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

EXPECTATION / TOPIC

b.

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

EXPECTATION / TOPIC

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 / TOPIC

d.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

EXPECTATION / TOPIC

e.

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

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

8.W.4.

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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

8.W.5.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	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 / TOPIC	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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EXPECTATION / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
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EXPECTATION / TOPIC	b.	Use the relationship between particular words to better understand each of the words.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**



INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.2.	<b>Analyze literary text development:</b>
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EXPECTATION / TOPIC	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
EXPECTATION / TOPIC	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Production and Distribution of Writing	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Comprehension and Collaboration	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
--	--	--

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
--	--	--

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
--	--	---------------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE****Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

8.L.5.

Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 44-52

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE****Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

R.2.

Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT STANDARD / COURSE****Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

R.7.

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

**CONTENT STANDARD / COURSE****Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

W.2.

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

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

**Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Foundations**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.RF.4.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.RL.2.	<b>Analyze literary text development:</b>
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<b>EXPECTATION / TOPIC</b>	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
--	--	--------------------------------

<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
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<b>EXPECTATION / TOPIC</b>	a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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<b>EXPECTATION / TOPIC</b>	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	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 / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT STANDARD / COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT STANDARD / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
--	--	---------------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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## Hawaii Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2025

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

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

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD / COURSE

#### Writing Anchor Standards



INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 / COURSE</b>		<b>Reading Informational</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>

<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.6.</b>	<b>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:</b>
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:

EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	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 / TOPIC	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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EXPECTATION / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 07: Unit 4 Summarizing a Reference, pp. 61-70

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

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

**Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking and Listening Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Informational</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 / COURSE</b>		<b>Reading Informational</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.6.	<b>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:</b>
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	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 / TOPIC	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE</b>	<b>Language</b>	
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>	<b>Vocabulary Acquisition and Use</b>	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 08: Unit 4 Summarizing a Reference, pp. 71-82

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

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

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking and Listening Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Informational</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 / COURSE</b>		<b>Reading Informational</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.4.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.5.</b>	<b>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</b>
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.SL.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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.1.	<b>Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</b>
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<b>EXPECTATION / TOPIC</b>	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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<b>EXPECTATION / TOPIC</b>	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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<b>EXPECTATION / TOPIC</b>	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE**                      **Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 09: Unit 5 Writing from Pictures, pp. 83-92

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**                      **Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD / COURSE**                      **Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>

EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE** **Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE** **Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE** **Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE** **Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 10: Unit 5 Writing from Pictures, pp. 93-100

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**                      **Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD / COURSE**                      **Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT STANDARD / COURSE**                      **Speaking and Listening Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD / COURSE****Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE****Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**CONTENT STANDARD / COURSE****Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD / COURSE****Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>CONTENT STANDARD / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	<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 / TOPIC	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Hawaii Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2025

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

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

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD / COURSE

#### Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD / COURSE

#### Writing Anchor Standards

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD / COURSE** **Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT STANDARD / COURSE** **Speaking and Listening Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	a.	Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.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 /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.10.	Read and comprehend informational texts appropriately complex for grade 8.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
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EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	<b>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:</b>
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EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.SL.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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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<b>EXPECTATION / TOPIC</b>	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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<b>EXPECTATION / TOPIC</b>	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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<b>EXPECTATION / TOPIC</b>	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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<b>EXPECTATION / TOPIC</b>	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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

SL.1.

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

**CONTENT STANDARD / COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.1.

Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.3.

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

**CONTENT STANDARD / COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.5.

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

**CONTENT STANDARD / COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

8.W.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 / TOPIC

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 aid comprehension.

EXPECTATION / TOPIC

b.

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

EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	<b>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:</b>

EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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**CONTENT STANDARD / COURSE****Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>
<b>EXPECTATION / TOPIC</b>	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.
<b>EXPECTATION / TOPIC</b>	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD / COURSE****Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.4.</b>	<b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</b>

**CONTENT STANDARD / COURSE****Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
<b>EXPECTATION / TOPIC</b>	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT STANDARD / COURSE****Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**CONTENT STANDARD / COURSE**

**Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD / COURSE** **Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT STANDARD / COURSE** **Speaking and Listening Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT STANDARD / COURSE** **Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT STANDARD / COURSE** **Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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**CONTENT STANDARD / COURSE** **Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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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EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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EXPECTATION / TOPIC	b.	Assess the credibility and accuracy of each source.
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EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION / TOPIC	e.	Follow a standard format for citation.
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**CONTENT STANDARD / COURSE** **Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>CONTENT STANDARD / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	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 / COURSE	<b>Language</b>	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	<b>Vocabulary Acquisition and Use</b>	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

CONTENT STANDARD / COURSE	<b>Writing Anchor Standards</b>	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	<b>Text Types and Purposes</b>	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE	<b>Writing Anchor Standards</b>	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	<b>Production and Distribution of Writing</b>	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT STANDARD / COURSE** **Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	<b>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:</b>
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EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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**CONTENT STANDARD / COURSE** **Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 / TOPIC	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 / TOPIC	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 / COURSE** **Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE** **Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:

EXPECTATION / TOPIC

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CONTENT STANDARD / COURSE

Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC

- 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 / TOPIC

- 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 / COURSE

Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

- 8.L.5. Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 7 Inventive Writing, pp. 131-136

## Hawaii Content and Performance Standards

### Language Arts

Grade 8 - Adopted: 2025

CONTENT STANDARD / COURSE

Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
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EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>

EXPECTATION / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>

EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</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 / TOPIC	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 16: Unit 7 Inventive Writing, pp. 137-144

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**

**Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD / COURSE**

**Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
--	--	---------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
--	--	--------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
--	--	-------------------------

<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.4.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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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EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
--	--	---------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
--	--	-------------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
---	--	--------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
---	--	--------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 17: Unit 7 Inventive Writing, pp. 145-152

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
--	--	-------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.2.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.4.

Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.5.

Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.

**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

SL.1.

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

**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
--	--	---------------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

L.1.

Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	<b>Analyze informational text development:</b>
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.6.	<b>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:</b>
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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EXPECTATION / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 8 Formal Essay Models, pp. 153-158

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
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EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.6.</b>	<b>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:</b>

EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	b.	Assess the credibility and accuracy of each source.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.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 / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.2.</b>	<b>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b>

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 19: Unit 8 Formal Essay Models, pp. 159-170

**Hawaii Content and Performance Standards**

**Language Arts**

**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.2.

Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.7.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.2.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.4.

Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.5.

Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT STANDARD / COURSE** **Speaking and Listening Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC

b.

Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.

**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.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 / TOPIC

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 aid comprehension.

EXPECTATION / TOPIC

b.

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

EXPECTATION / TOPIC

c.

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

EXPECTATION / TOPIC

d.

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

EXPECTATION / TOPIC

f.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:

EXPECTATION / TOPIC

b.

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

EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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:
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
EXPECTATION / TOPIC	e.	Follow a standard format for citation.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.1.	<b>Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</b>
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EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>CONTENT STANDARD / COURSE</b>		<b>Language</b>

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE</b>		<b>Language</b>

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 8 Formal Essay Models, pp. 171-178

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
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<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking and Listening Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>

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

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	<b>Analyze informational text development:</b>
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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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EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK      8.SL.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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</b>

EXPECTATION / TOPIC      a.      Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>

EXPECTATION / TOPIC      a.      Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</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 / TOPIC      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 / TOPIC      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 /  
COURSE**

**Language**

**STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN**

**Vocabulary Acquisition and Use**

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

8.L.5.

Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 21: Unit 8 Formal Essay Models, pp. 179-184

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

**STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN**

**Key Ideas and Details**

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.2.

Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

**STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN**

**Integration of Knowledge and Ideas**

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.7.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

**STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN**

**Text Types and Purposes**

INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.2.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
--	--	---------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	<b>Analyze informational text development:</b>
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.6.</b>	<b>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:</b>
EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>
<b>EXPECTATION / TOPIC</b>	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.
<b>EXPECTATION / TOPIC</b>	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.2.</b>	<b>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b>

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.4.</b>	<b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</b>

**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</b>
<b>EXPECTATION / TOPIC</b>	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT  
STANDARD /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:

EXPECTATION / TOPIC

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT  
STANDARD /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

EXPECTATION / TOPIC

- 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 / TOPIC

- 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 /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 9 Formal Critique, pp. 185-200

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

**CONTENT  
STANDARD /  
COURSE****Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**CONTENT  
STANDARD /  
COURSE****Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**CONTENT  
STANDARD /  
COURSE****Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD /  
COURSE****Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.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 / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.RL.2.	<b>Analyze literary text development:</b>
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
EXPECTATION / TOPIC	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.RL.3.	<b>Analyze literary elements:</b>
EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.2.	<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 / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	e.	Establish and maintain a formal style.
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EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>
EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC      a.      Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC      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 / TOPIC      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 / TOPIC      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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK      8.L.5.      Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 9 Formal Critique, pp. 201-206

**Hawaii Content and Performance Standards**

**Language Arts**

Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**



**CONTENT STANDARD / COURSE****Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / COURSE****Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE****Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.4.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	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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EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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**Hawaii Content and Performance Standards**

**Language Arts**

**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CONTENT STANDARD / COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD / COURSE**

**Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	<b>Analyze informational text development:</b>
EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.

**CONTENT STANDARD / COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.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 / COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.2.</b>	<b>Analyze literary text development:</b>

<b>EXPECTATION / TOPIC</b>	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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<b>EXPECTATION / TOPIC</b>	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
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**CONTENT STANDARD / COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.3.</b>	<b>Analyze literary elements:</b>

<b>EXPECTATION / TOPIC</b>	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
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**CONTENT STANDARD / COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.
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**CONTENT STANDARD / COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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>

<b>EXPECTATION / TOPIC</b>	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 aid comprehension.
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<b>EXPECTATION / TOPIC</b>	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	<b>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:</b>

EXPECTATION / TOPIC	a.	Gather relevant information from multiple print and digital sources, using search terms effectively.
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EXPECTATION / TOPIC	b.	Assess the credibility and accuracy of each source.
EXPECTATION / TOPIC	c.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>
EXPECTATION / TOPIC	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 / TOPIC	d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</b>

EXPECTATION / TOPIC

a.

Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>

EXPECTATION / TOPIC

a.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</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 / TOPIC

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 / TOPIC

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 / TOPIC

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 / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.5.</b>	<b>Accurately use 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>

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.6.	Assess how perspective or purpose shapes the content and style of a text.
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**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**



**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RI.2.</b>	<b>Analyze informational text development:</b>
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<b>EXPECTATION / TOPIC</b>	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.RL.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 /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.2.</b>	<b>Analyze literary text development:</b>
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<b>EXPECTATION / TOPIC</b>	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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<b>EXPECTATION / TOPIC</b>	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.3.</b>	<b>Analyze literary elements:</b>

EXPECTATION /  
TOPIC

a.

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

**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

8.RL.10.

Read and comprehend literary texts appropriately complex for grade 8.

**CONTENT  
STANDARD /  
COURSE**

**Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 /  
TOPIC

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 aid comprehension.

EXPECTATION /  
TOPIC

b.

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

EXPECTATION /  
TOPIC

c.

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

EXPECTATION /  
TOPIC

d.

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

EXPECTATION /  
TOPIC

f.

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

**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT STANDARD / COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.SL.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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
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<b>EXPECTATION / TOPIC</b>	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.L.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
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<b>EXPECTATION / TOPIC</b>	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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<b>EXPECTATION / TOPIC</b>	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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<b>EXPECTATION / TOPIC</b>	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 /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 26: Response to Literature, pp. 229-232

**Hawaii Content and Performance Standards**

**Language Arts**

**Grade 8 - Adopted: 2025**

<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

<b>CONTENT STANDARD / COURSE</b>		<b>Reading Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

<b>CONTENT STANDARD / COURSE</b>		<b>Writing Anchor Standards</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.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 / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.3.	Analyze literary elements:
EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
<b>CONTENT STANDARD / COURSE</b>		<b>Reading Literature</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.

**CONTENT  
STANDARD /  
COURSE****Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD /  
COURSE****Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
STANDARD /  
COURSE****Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	<b>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:</b>

EXPECTATION / TOPIC

- d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC

- 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 / TOPIC

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

**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.4.	<b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</b>

**CONTENT  
STANDARD /  
COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>

EXPECTATION / TOPIC

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT STANDARD / COURSE****Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</b>
<b>EXPECTATION / TOPIC</b>	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.
<b>EXPECTATION / TOPIC</b>	b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
<b>EXPECTATION / TOPIC</b>	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.
<b>EXPECTATION / TOPIC</b>	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 / COURSE****Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.5.</b>	<b>Accurately use 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>

Lesson 27: Response to Literature, pp. 233-238

**Hawaii Content and Performance Standards****Language Arts**

Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE****Reading Anchor Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>R.7.</b>	<b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>

**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
--	--	--------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Foundations**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RF.4.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.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 / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**CONTENT STANDARD / COURSE****Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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>

<b>EXPECTATION / TOPIC</b>	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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<b>EXPECTATION / TOPIC</b>	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT STANDARD / COURSE****Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT STANDARD / COURSE****Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.6.</b>	<b>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:</b>
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<b>EXPECTATION / TOPIC</b>	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
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**CONTENT STANDARD / COURSE****Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
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EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT STANDARD / COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
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EXPECTATION / TOPIC	a.	Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
---	--	------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE** **Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE** **Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 28: Response to Literature, pp. 239-252

## Hawaii Content and Performance Standards

### Language Arts

#### Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE** **Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD /  
COURSE**

**Writing Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT  
STANDARD /  
COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.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 /  
COURSE**

**Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.2.</b>	<b>Analyze literary text development:</b>
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EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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**CONTENT STANDARD / COURSE** **Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.3.</b>	<b>Analyze literary elements:</b>
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EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
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**CONTENT STANDARD / COURSE** **Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.
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**CONTENT STANDARD / COURSE** **Writing**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</b>
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EXPECTATION / TOPIC	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 aid comprehension.
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EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</b>
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
<b>CONTENT STANDARD / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	8.SL.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 / TOPIC	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 / TOPIC	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 / COURSE</b>		<b>Speaking &amp; Listening</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
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EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT STANDARD / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	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 / TOPIC	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 / TOPIC	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION / TOPIC	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 / COURSE**

**Language**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use 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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Lesson 29: Response to Literature, pp. 253-256

## Language Arts

Grade 8 - Adopted: 2025

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

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

**CONTENT STANDARD / COURSE**

**Reading Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD / COURSE**

**Speaking and Listening Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT STANDARD / COURSE**

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**CONTENT STANDARD / COURSE** **Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD / COURSE** **Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
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**CONTENT STANDARD / COURSE** **Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
--	--	-----------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.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 / COURSE** **Reading Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
--	--	-----------------------

<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.2.</b>	<b>Analyze literary text development:</b>
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EXPECTATION / TOPIC	a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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EXPECTATION / TOPIC	b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
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**CONTENT STANDARD / COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.RL.3.</b>	<b>Analyze literary elements:</b>
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EXPECTATION / TOPIC	a.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.
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**CONTENT STANDARD / COURSE**

**Reading Literature**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RL.10.	Read and comprehend literary texts appropriately complex for grade 8.
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**CONTENT STANDARD / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</b>
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EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE**

**Speaking & Listening**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.2.	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>
EXPECTATION / TOPIC	a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>CONTENT STANDARD / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.3.	<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 / TOPIC	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 / TOPIC	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 / TOPIC	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 / COURSE</b>		<b>Language</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.L.5.	Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Hawaii Content and Performance Standards

## Language Arts

Grade 8 - Adopted: 2025

**CONTENT  
STANDARD /  
COURSE****Reading Anchor Standards****STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.2.

Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT  
STANDARD /  
COURSE****Reading Anchor Standards****STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

R.7.

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

**CONTENT  
STANDARD /  
COURSE****Writing Anchor Standards****STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN****Text Types and Purposes**INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.2.

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

**CONTENT  
STANDARD /  
COURSE****Writing Anchor Standards****STANDARD /  
PERFORMANCE  
INDICATOR /  
DOMAIN****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATION /  
BENCHMARK

W.4.

Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking and Listening Anchor Standards**

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

**Language Anchor Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Foundations**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RF.4.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.
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**CONTENT  
STANDARD /  
COURSE**

**Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.RI.2.	Analyze informational text development:
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EXPECTATION / TOPIC	b.	Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.
<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	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 aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / TOPIC	c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.W.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 / TOPIC	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

<b>CONTENT STANDARD / COURSE</b>		<b>Writing</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.4.	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.5.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
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**CONTENT  
STANDARD /  
COURSE**

**Writing**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.W.6.	<b>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:</b>
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EXPECTATION / TOPIC	d.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
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**CONTENT  
STANDARD /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.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 / TOPIC	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 / TOPIC	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 /  
COURSE**

**Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	8.SL.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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**CONTENT  
STANDARD /  
COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</b>

EXPECTATION / TOPIC

- a. Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>8.L.2.</b>	<b>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</b>

EXPECTATION / TOPIC

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT STANDARD / COURSE**

**Language**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

- 8.L.5. Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.