

# Main Criteria: Voyages in Writing

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grade: 8

## Voyages in Writing

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

### Iowa Student Standards

#### Language Arts

Grade 8 - Adopted: 2024

#### STRAND / COURSE

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### STRAND / COURSE

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

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### STRAND / COURSE

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### STRAND / COURSE

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

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE** College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR 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.

**STRAND / COURSE** College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND / COURSE** College and Career Readiness Anchor Standards for Language

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND / COURSE** College and Career Readiness Anchor Standards for Language

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE** College and Career Readiness Anchor Standards for Language

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR 4 Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED DESCRIPTOR 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED  
DESCRIPTOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED  
DESCRIPTOR

RI.8.2.

**Analyze informational text development.**GRADE LEVEL  
EXPECTATION

RI.8.2.a.

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

GRADE LEVEL  
EXPECTATION

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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DETAILED  
DESCRIPTOR

W.8.2.

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

W.8.2.a.

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

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.8.4) (DOK 3,4)
<b>STRAND / COURSE</b>		<b>Speaking and Listening Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Speaking and Listening Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.



**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
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DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
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**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	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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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED  
DESCRIPTOR

RI.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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**DETAILED  
DESCRIPTOR****RI.8.2.****Analyze informational text development.**GRADE LEVEL  
EXPECTATION

RI.8.2.a.

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

GRADE LEVEL  
EXPECTATION

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED  
DESCRIPTOR

RI.8.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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**DETAILED  
DESCRIPTOR****W.8.1.****Write arguments to support claims with clear reasons and relevant evidence.**GRADE LEVEL  
EXPECTATION

W.8.1.d.

Establish and maintain a tone and style appropriate to the task and audience.

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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**DETAILED  
DESCRIPTOR****W.8.2.****Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**GRADE LEVEL  
EXPECTATION

W.8.2.a.

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

GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.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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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>

DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.8.3.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.
GRADE LEVEL EXPECTATION	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR

W.8.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR

W.8.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR

SL.8.1.

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

GRADE LEVEL EXPECTATION

SL.8.1.a.

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

GRADE LEVEL EXPECTATION

SL.8.1.c.

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

GRADE LEVEL EXPECTATION

SL.8.1.d.

Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR

SL.8.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED DESCRIPTOR

L.8.1.

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

GRADE LEVEL EXPECTATION

L.8.1.b.

Form and use verbs in the active and passive voice.

GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.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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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.a.	Interpret figures of speech (e.g., verbal irony, puns) in context.
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GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>

DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
GRADE LEVEL EXPECTATION	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GRADE LEVEL EXPECTATION	RL.8.2.b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text. (RL.8.2) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.8.3.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.
GRADE LEVEL EXPECTATION	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)
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Lesson 05: Unit 3 Retelling Narrative Stories, pp. 44-52

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>

DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.8.2.</b>	<b>Analyze literary text development.</b>
GRADE LEVEL EXPECTATION	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GRADE LEVEL EXPECTATION	RL.8.2.b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text. (RL.8.2) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL EXPECTATION	W.8.3.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.
GRADE LEVEL EXPECTATION	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows and reflects on the narrated experiences or events. (W.8.3) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)
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Lesson 06: Unit 4 Summarizing a Reference, pp. 53-60

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>

DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED DESCRIPTOR

RST.6-8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR

RST.6-8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED DESCRIPTOR

RST.6-8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

## Lesson 07: Unit 4 Summarizing a Reference, pp. 61-70

**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR

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.

DETAILED DESCRIPTOR

2

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

DETAILED DESCRIPTOR

3

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

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>STRAND / COURSE</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		
<b>College and Career Readiness Anchor Standards for Writing</b>		
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

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.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

1

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED  
DESCRIPTOR

3

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED  
DESCRIPTOR

4

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

DETAILED  
DESCRIPTOR

6

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

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>

GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTORRH.6-  
8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTORRST.6-  
8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED  
DESCRIPTORRST.6-  
8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTORRST.6-  
8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTORRST.6-  
8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTORRST.6-  
8.10.

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)

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

**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR 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.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED DESCRIPTOR 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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DETAILED DESCRIPTOR 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION

L.8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION

L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION

L.8.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION

L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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GRADE LEVEL EXPECTATION

L.8.5.b. Use the relationship between particular words to better understand each of the words.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

DETAILED DESCRIPTOR

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED  
DESCRIPTOR

RH.6-8.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED  
DESCRIPTORRH.6-  
8.10.

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED  
DESCRIPTORRST.6-  
8.1.

Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

DETAILED  
DESCRIPTORRST.6-  
8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED  
DESCRIPTORRST.6-  
8.4.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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DETAILED  
DESCRIPTORRST.6-  
8.8.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)

**STRAND /  
COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
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Lesson 09: Unit 5 Writing from Pictures, pp. 83-92

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	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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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

1

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED  
DESCRIPTOR

4

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

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED  
DESCRIPTOR

W.8.2.

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

W.8.2.a.

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

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

GRADE LEVEL  
EXPECTATION

W.8.2.d.

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

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED  
DESCRIPTOR

SL.8.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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**DETAILED  
DESCRIPTOR**

L.8.1.

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

L.8.1.b.

Form and use verbs in the active and passive voice.

GRADE LEVEL  
EXPECTATION

L.8.1.d.

Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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**DETAILED  
DESCRIPTOR**

L.8.2.

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**GRADE LEVEL  
EXPECTATION

L.8.2.a.

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

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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**DETAILED  
DESCRIPTOR**

L.8.4.

**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**GRADE LEVEL  
EXPECTATION

L.8.4.c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL  
EXPECTATION

L.8.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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**DETAILED  
DESCRIPTOR**

L.8.5.

**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Vocabulary Acquisition and Use</b>	
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Text Types and Purposes*</b>	
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>	
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Range of Writing</b>	
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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Lesson 11: Unit 6 Summarizing Multiple References, pp. 101-112

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>

DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>

DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices and phrases on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.8.2.	<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>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
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DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RST.6-8.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (RST.6-8.4)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (RST.6-8.8)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RST.6-8.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)
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Lesson 12: Unit 6 Summarizing Multiple References, pp. 113-118

**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.8.2.	<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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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Speaking and Listening Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.8.2.	Analyze informational text development.
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION

L.8.2.a.

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

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION

L.8.4.c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION

L.8.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR

RH.6-8.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR

RH.6-8.7.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge

<b>DETAILED DESCRIPTOR</b>	<b>W.8.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (W.8.9) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Conventions of Standard English
<b>DETAILED DESCRIPTOR</b>	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Vocabulary Acquisition and Use
<b>DETAILED DESCRIPTOR</b>	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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Lesson 15: Unit 7 Inventive Writing, pp. 131-136

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE****Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

Lesson 16: Unit 7 Inventive Writing, pp. 137-144

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (W.8.9) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

Lesson 17: Unit 7 Inventive Writing, pp. 145-152

**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED  
DESCRIPTOR

2

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
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DETAILED  
DESCRIPTOR

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.

DETAILED  
DESCRIPTOR

3

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED  
DESCRIPTOR

4

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

DETAILED  
DESCRIPTOR

5

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

DETAILED  
DESCRIPTOR

6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED  
DESCRIPTOR

10

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED  
DESCRIPTOR

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.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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**STRAND / COURSE** **Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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Lesson 18: Unit 8 Formal Essay Models, pp. 153-158

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>	
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Research to Build and Present Knowledge</b>	
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Range of Writing</b>	
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Comprehension and Collaboration</b>	
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Conventions of Standard English</b>	
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Vocabulary Acquisition and Use</b>	

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)
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Lesson 19: Unit 8 Formal Essay Models, pp. 159-170

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	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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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED  
DESCRIPTOR

5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED  
DESCRIPTOR

1

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED  
DESCRIPTOR

4

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

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED  
DESCRIPTOR

RI.8.2.

**Analyze informational text development.**GRADE LEVEL  
EXPECTATION

RI.8.2.a.

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

GRADE LEVEL  
EXPECTATION

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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DETAILED  
DESCRIPTOR

W.8.2.

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

W.8.2.a.

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

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>

DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>

DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>

DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>

DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)
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## Lesson 20: Unit 8 Formal Essay Models, pp. 171-178

**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**



DETAILED DESCRIPTOR	RI.8.2.	Analyze informational text development.
GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND /  
COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)</b>

**STRAND /  
COURSE****Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

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

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.



<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.8.4.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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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**STRAND / COURSE** **Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR

RH.6-8.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR

RH.6-8.7.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR

RST.6-8.7.

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

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

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR

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.

DETAILED DESCRIPTOR

2

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

DETAILED DESCRIPTOR

3

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

**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	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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**STRAND / COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text 6–12</b>

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.2.	Analyze informational text development.

GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)</b>

**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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**STRAND / COURSE** **Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

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**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR 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.

DETAILED DESCRIPTOR 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
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**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.1.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>
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GRADE LEVEL EXPECTATION	W.8.1.d.	Establish and maintain a tone and style appropriate to the task and audience.
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**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
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**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)
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Lesson 24: Unit 9 Formal Critique, pp. 207-218

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED DESCRIPTOR	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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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**



**STRAND /  
COURSE****Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED  
DESCRIPTOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)

**STRAND /  
COURSE****Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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**DETAILED  
DESCRIPTOR**

RI.8.2.

**Analyze informational text development.**GRADE LEVEL  
EXPECTATION

RI.8.2.a.

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

GRADE LEVEL  
EXPECTATION

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL  
EXPECTATION

W.8.2.a.

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

GRADE LEVEL  
EXPECTATION

W.8.2.b.

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

GRADE LEVEL  
EXPECTATION

W.8.2.c.

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

GRADE LEVEL  
EXPECTATION

W.8.2.d.

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

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND /  
COURSE****Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE****Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE****Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in History/Social Studies 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

Lesson 25: Response to Literature, pp. 219-228

## Iowa Student Standards

### Language Arts

Grade 8 - Adopted: 2024

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	6	Assess how point of view or purpose shapes the content and style of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Literature 6–12		

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
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**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
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**STRAND /  
COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED  
DESCRIPTOR

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RH.6-8.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RH.6-8.7.

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND /  
COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RST.6-8.7.

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)

Lesson 26: Response to Literature, pp. 229-232

**Iowa Student Standards**

**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /  
COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

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.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

1

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED  
DESCRIPTOR

3

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED  
DESCRIPTOR

4

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

DETAILED  
DESCRIPTOR

6

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

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RL.8.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
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**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE** **Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)
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**STRAND / COURSE** **Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Language Standards 6-12</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Vocabulary Acquisition and Use</b>	
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
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<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Key Ideas and Details</b>	
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
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<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Key Ideas and Details</b>	
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DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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Lesson 27: Response to Literature, pp. 233-238

## Iowa Student Standards

### Language Arts

#### Grade 8 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
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<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Text Types and Purposes*</b>	
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
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<b>ESSENTIAL CONCEPT AND/OR SKILL</b>	<b>Production and Distribution of Writing</b>	
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**STRAND / COURSE****Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR

W.8.2.

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

GRADE LEVEL EXPECTATION

W.8.2.a.

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

GRADE LEVEL EXPECTATION

W.8.2.b.

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

GRADE LEVEL EXPECTATION

W.8.2.c.

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

GRADE LEVEL EXPECTATION

W.8.2.d.

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

GRADE LEVEL EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.8.4) (DOK 3,4)

DETAILED DESCRIPTOR

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

DETAILED DESCRIPTOR

W.8.6.

Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE****Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)

**STRAND / COURSE****Reading Standards for Literacy in Science and Technical Subjects 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RST.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)
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Lesson 28: Response to Literature, pp. 239-252

**Iowa Student Standards****Language Arts**

Grade 8 - Adopted: 2024

**STRAND / COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	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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DETAILED DESCRIPTOR	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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**STRAND / COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED  
DESCRIPTOR

9

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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DETAILED  
DESCRIPTOR

10

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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DETAILED  
DESCRIPTOR

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.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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DETAILED  
DESCRIPTOR

1

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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DETAILED  
DESCRIPTOR

3

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

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED  
DESCRIPTOR

4

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

DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND / COURSE**

**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
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**STRAND / COURSE**

**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.8.2.	Analyze informational text development.
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / COURSE** **Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
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**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)
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Lesson 29: Response to Literature, pp. 253-256

**Iowa Student Standards**

**Language Arts**

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Reading**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	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.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	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.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Language**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) (DOK 1,2,3)
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) (DOK 2,3)
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**STRAND / COURSE** **Reading Standards for Literature 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
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**STRAND / COURSE** **Reading Standards for Informational Text 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RI.8.2.</b>	<b>Analyze informational text development.</b>
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)
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**STRAND / COURSE** **Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)

**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or by using other reference materials). (L.8.4) (DOK 2,3)

**STRAND / COURSE**

**Language Standards 6-12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)

**STRAND / COURSE**

**Reading Standards for Literacy in History/Social Studies 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR

RH.6-8.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

**STRAND / COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR

RST.6-8.2.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

Lesson 30: Response to Literature, pp. 257-261

**Iowa Student Standards**

**Language Arts**

**Grade 8 - Adopted: 2024**

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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DETAILED DESCRIPTOR

2

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

**STRAND / COURSE**

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
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DETAILED DESCRIPTOR

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.

DETAILED DESCRIPTOR

3

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

**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DETAILED DESCRIPTOR	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	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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**STRAND / COURSE**

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

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**STRAND / COURSE**

**Reading Standards for Literature 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently. (RL.8.10) (DOK 1,2)
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**STRAND / COURSE**

**Reading Standards for Informational Text 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.8.2.	Analyze informational text development.
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GRADE LEVEL EXPECTATION	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
GRADE LEVEL EXPECTATION	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text. (RI.8.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2) (DOK 3,4)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.6.	Use technology to produce and publish writing to interact and collaborate with others through a variety of media to present the relationships between information and ideas efficiently, including linking to and citing sources. (W.8.6) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8) (DOK 2,3,4)
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**STRAND / COURSE**

**Writing Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10) (DOK 1,2,3,4)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, justify or modify their own views in light of the evidence presented. (SL.8.1) (DOK 1,2,3)
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**STRAND / COURSE**

**Speaking and Listening Standards 6–12**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.8.5.	Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)
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**STRAND / COURSE**

**Language Standards 6-12**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / COURSE</b>	<b>Language Standards 6-12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text to develop a coherent understanding of a topic or issue. (RH.6-8.7)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literacy in Science and Technical Subjects 6–12</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)

**STRAND /  
COURSE**

**Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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DETAILED  
DESCRIPTOR

RST.6-  
8.7.

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)