

# Main Criteria: Voyages in Writing

## Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 8

### Voyages in Writing

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

## Maine Learning Results

### Language Arts

Grade 8 - Adopted: 2020

#### STRAND / DOMAIN

#### Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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 EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>
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EXPECTATION	SL.3.6-8.a.	Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details.
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EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
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<b>STANDARD</b>	<b>R.4:</b>	<b>Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</b>
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EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
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<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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<b>STANDARD</b>	<b>R.10:</b>	<b>Evaluate the argument and specific claims in various texts.</b>
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EXPECTATION	R.10.6-8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
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<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.

Lesson 02: Unit 2 Writing from Notes, pp. 19-28

**Maine Learning Results**

**Language Arts**

**Grade 8 - Adopted: 2020**

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN	LANGUAGE	
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CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN	LANGUAGE	
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<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.4.6-8.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
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EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>

EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
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**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION L.6.6-8. 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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION SL.1.6-8.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 EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.4:</b>	<b>Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION	R.10.6-8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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EXPECTATION	W.2.6-8.c.	Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.
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**STRAND / DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results****Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).

EXPECTATION L.4.6-8.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.



EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.6:</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>R.7:</b>	<b>Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
EXPECTATION	R.7.6-8.	Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone.
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.

**STRAND /  
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND /  
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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## Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44

**Maine Learning Results****Language Arts**

Grade 8 - Adopted: 2020

**STRAND /  
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
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CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
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CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Conventions of Standard English</b>
STANDARD	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
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EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
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EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
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EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Conventions of Standard English</b>
STANDARD	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Knowledge of Language</b>
STANDARD	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**                      **READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION      R.5.6-8.a.      Provide an accurate summary of various texts;

**STRAND / DOMAIN**                      **WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION      W.2.6-8.a.      With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION      W.2.6-8.b.      Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND / DOMAIN**                      **WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION      W.3.6-8.a.      Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION      W.3.6-8.b.      Develop and support the topic with relevant techniques and logically ordered details.

EXPECTATION      W.3.6-8.c.      Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

EXPECTATION      W.3.6-8.e.      Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**                      **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Conventions of Standard English</b>
STANDARD	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Conventions of Standard English</b>
STANDARD	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Knowledge of Language</b>
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<b>STANDARD</b>	<b>L.3:</b>	<b>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>
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EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION L.4.6-8.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.

EXPECTATION L.4.6-8.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION L.6.6-8. 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.

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION SL.1.6-8.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 EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION W.2.6-8.b. Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION W.3.6-8.a. Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION W.3.6-8.b. Develop and support the topic with relevant techniques and logically ordered details.

EXPECTATION W.3.6-8.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

EXPECTATION W.3.6-8.e. Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

## Maine Learning Results

### Language Arts

Grade 8 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.4.6-8.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
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EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>

EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
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**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN** **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN** **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN** **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND / DOMAIN** **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>R.9:</b>	<b>Assess how perspective or purpose shapes the content and style of a text.</b>
EXPECTATION	R.9.6-8.	Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>R.10:</b>	<b>Evaluate the argument and specific claims in various texts.</b>
EXPECTATION	R.10.6-8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
<b>STRAND / DOMAIN</b>		<b>READING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

<b>STRAND / DOMAIN</b>		<b>Guiding Principles</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.6-8.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>
EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.

EXPECTATION	R.9.6-8.	Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
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**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>R.10:</b>	<b>Evaluate the argument and specific claims in various texts.</b>
EXPECTATION	R.10.6- 8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
EXPECTATION	R.12.6- 8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6- 8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6- 8.c.	Use context to confirm or self-correct word recognition.

**STRAND /  
DOMAIN****WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6- 8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6- 8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND /  
DOMAIN****WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6- 8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

<b>STRAND / DOMAIN</b>		<b>Guiding Principles</b>
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>

<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.6-8.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.

EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>
EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>
EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.4:</b>	<b>Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION R.4.6-8. Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

EXPECTATION R.5.6-8.b. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>R.10:</b>	<b>Evaluate the argument and specific claims in various texts.</b>

EXPECTATION R.10.6-8.a. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.

**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

EXPECTATION R.12.6-8.a. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.6-8.b. Read various on-level texts with purpose and understanding.

EXPECTATION R.12.6-8.c. Use context to confirm or self-correct word recognition.

**STRAND /  
DOMAIN****WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Lesson 09: Unit 5 Writing from Pictures, pp. 83-92

**Maine Learning Results**

**Language Arts**

**Grade 8 - Adopted: 2020**

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**                      **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.c.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>
EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		<b>Presentation of Knowledge and Ideas</b>
STANDARD	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Process and Production</b>
STANDARD	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Composing for Audience and Purpose</b>
STANDARD	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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## Maine Learning Results

### Language Arts

Grade 8 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

#### STRAND / DOMAIN

#### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Vocabulary Acquisition and Use	
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION	SL.3.6-8.a.	Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details.
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EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.4:</b>	<b>Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION	R.4.6-8.	Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>R.10:</b>	<b>Evaluate the argument and specific claims in various texts.</b>

EXPECTATION	R.10.6-8.a.	Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

Lesson 12: Unit 6 Summarizing Multiple References, pp. 113-118

**Maine Learning Results**

**Language Arts**

**Grade 8 - Adopted: 2020**

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6- 8.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 EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>
EXPECTATION	SL.3.6- 8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /  
DOMAIN****WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
EXPECTATION	W.1.6- 8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.1.6-8.e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.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.

EXPECTATION L.4.6-8.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
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EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
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<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>
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EXPECTATION	SL.3.6-8.a.	Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details.
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EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
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<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
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<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	<b>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>
EXPECTATION	L.3.6-8.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.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.

EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>
EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Process and Production</b>
STANDARD	W.2:	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Composing for Audience and Purpose</b>
STANDARD	W.3:	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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Lesson 15: Unit 7 Inventive Writing, pp. 131-136

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Conventions of Standard English</b>
STANDARD	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Conventions of Standard English</b>
STANDARD	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		<b>Knowledge of Language</b>
STANDARD	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.

**STRAND /  
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		<b>Presentation of Knowledge and Ideas</b>
STANDARD	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Process and Production</b>
STANDARD	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Composing for Audience and Purpose</b>
STANDARD	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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Lesson 16: Unit 7 Inventive Writing, pp. 137-144

## Language Arts

Grade 8 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN** **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN** **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN** **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN** **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

**Grade 8 - Adopted: 2020**

<b>STRAND / DOMAIN</b>	<b>Guiding Principles</b>	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

<b>STRAND / DOMAIN</b>	<b>LANGUAGE</b>	
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<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>Conventions of Standard English</b>	
<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
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EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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Lesson 18: Unit 8 Formal Essay Models, pp. 153-158

**Maine Learning Results**

**Language Arts**

**Grade 8 - Adopted: 2020**

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION L.1.6-8.e. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION L.4.6-8.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.

EXPECTATION L.4.6-8.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION L.6.6-8. 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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>

<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.6:</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION R.6.6-8. Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).

**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>R.8:</b>	<b>Analyze the structure of various texts, including how the features and components relate to each other and the whole.</b>

EXPECTATION R.8.6-8. Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author's purpose for the text as a whole.

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

Lesson 19: Unit 8 Formal Essay Models, pp. 159-170

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN****LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION L.6.6-8. 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.

**STRAND / DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION SL.1.6-8.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 EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND / DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND / DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

**STRAND / DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

## Language Arts

Grade 8 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.1:	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

### STRAND / DOMAIN

### LANGUAGE

CATEGORY / PERFORMANCE INDICATOR	Conventions of Standard English	
STANDARD	L.2:	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN** **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN** **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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**STRAND / DOMAIN** **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
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EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN** **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

<b>STRAND / DOMAIN</b>		<b>Guiding Principles</b>
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>

<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.f.	Explain the function of phrases and clauses in general and their function in specific sentences.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION R.5.6-8.a. Provide an accurate summary of various texts;

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION W.1.6-8.b. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.

EXPECTATION W.1.6-8.c. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.

EXPECTATION W.1.6-8.d. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION W.2.6-8.a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION W.2.6-8.b. Use technology to produce writing, as well as to interact and collaborate with others.

**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.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.

EXPECTATION L.4.6-8.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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# Maine Learning Results

## Language Arts

Grade 8 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN	LANGUAGE	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>

EXPECTATION	L.3.6-8.b.	Maintain consistency in style and tone.
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EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.d.	Effectively use increasingly complex and precise language to establish an appropriate voice and tone.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

## Lesson 24: Unit 9 Formal Critique, pp. 207-218

**Maine Learning Results****Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.

**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.6:</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION	W.1.6-8.b.	Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions.
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EXPECTATION	W.1.6-8.c.	Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism.
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EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
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EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
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EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
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EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.
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Lesson 25: Response to Literature, pp. 219-228

**Maine Learning Results**

**Language Arts**

**Grade 8 - Adopted: 2020**

**STRAND / DOMAIN**

**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
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CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
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CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.

EXPECTATION	R.9.6-8.	Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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**STRAND / DOMAIN**

**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STRAND /  
DOMAIN****WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

## Lesson 26: Response to Literature, pp. 229-232

**Maine Learning Results****Language Arts****Grade 8 - Adopted: 2020****STRAND /  
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND /  
DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.j.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.6-8.d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.

EXPECTATION L.3.6-8.c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION L.4.6-8.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.4.6-8.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade).

EXPECTATION L.4.6-8.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.

EXPECTATION L.4.6-8.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>

EXPECTATION L.5.6-8.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.

**STRAND / DOMAIN** **LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION L.6.6-8. 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.

**STRAND / DOMAIN** **SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION SL.1.6-8.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 EXPECTATION SL.1.6-8.b. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND / DOMAIN** **SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION SL.3.6-8.b. Use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND / DOMAIN** **READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
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<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>
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EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
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<b>STANDARD</b>	<b>R.6:</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
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EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Fluency</b>
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<b>STANDARD</b>	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
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<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>
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EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
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<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
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EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

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

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

<b>STRAND / DOMAIN</b>		<b>Guiding Principles</b>
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>

<b>STANDARD</b>	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.2:</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.3:</b>	<b>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>
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.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.

EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND / DOMAIN</b>		<b>SPEAKING AND LISTENING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>
EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>
EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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<b>STRAND / DOMAIN</b>		<b>WRITING</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>
EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Lesson 28: Response to Literature, pp. 239-252

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

<b>STRAND / DOMAIN</b>	<b>Guiding Principles</b>	
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CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
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CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.j.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4:</b>	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>

EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.4.6-8.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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EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5:</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</b>

EXPECTATION	L.5.6-8.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words.
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**STRAND / DOMAIN**

**LANGUAGE**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6:</b>	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>

EXPECTATION	L.6.6-8.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>

EXPECTATION	SL.1.6-8.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

EXPECTATION	SL.3.6-8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6-8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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**STRAND / DOMAIN**

**READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.
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**STRAND / DOMAIN****WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION      W.2.6-8.a.      With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.

**STRAND / DOMAIN****WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION      W.3.6-8.a.      Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.

EXPECTATION      W.3.6-8.b.      Develop and support the topic with relevant techniques and logically ordered details.

EXPECTATION      W.3.6-8.c.      Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.

EXPECTATION      W.3.6-8.e.      Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.

Lesson 29: Response to Literature, pp. 253-256

**Maine Learning Results**

**Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN****Guiding Principles**

<b>CATEGORY / PERFORMANCE INDICATOR</b>	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
<b>CATEGORY / PERFORMANCE INDICATOR</b>	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
<b>CATEGORY / PERFORMANCE INDICATOR</b>	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	<b>Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</b>
EXPECTATION	L.4.6-8.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.6-8.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.
EXPECTATION	L.4.6-8.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / DOMAIN</b>		<b>LANGUAGE</b>
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	<b>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>
EXPECTATION	L.6.6-8.	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.

**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.1:</b>	<b>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</b>
<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

GRADE EXPECTATION	SL.1.6- 8.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 EXPECTATION	SL.1.6- 8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND /  
DOMAIN****SPEAKING AND LISTENING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>SL.3:</b>	<b>Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.</b>

EXPECTATION	SL.3.6- 8.b.	Use appropriate eye contact, adequate volume, and clear pronunciation.
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**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION	R.5.6- 8.a.	Provide an accurate summary of various texts;
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EXPECTATION	R.5.6- 8.b.	Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details.
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**STRAND /  
DOMAIN****READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.6:</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION	R.6.6-8.	Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts).
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**STRAND / DOMAIN****READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	<b>R.12:</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
EXPECTATION	R.12.6-8.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.6-8.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.6-8.c.	Use context to confirm or self-correct word recognition.

## Lesson 30: Response to Literature, pp. 257-261

**Maine Learning Results****Language Arts**

Grade 8 - Adopted: 2020

**STRAND / DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**STRAND / DOMAIN****LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	<b>L.1:</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.1.6-8.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.1.6-8.e.	Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

EXPECTATION	L.1.6-8.g.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
EXPECTATION	L.1.6-8.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.1.6-8.j.	Form and use verbs in the active and passive voice.
EXPECTATION	L.1.6-8.l.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.6-8.b.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
EXPECTATION	L.2.6-8.d.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.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.
EXPECTATION	L.3.6-8.c.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / DOMAIN**

**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.6-8.	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.

**STRAND / DOMAIN**

**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

<b>EXPECTATION</b>	<b>SL.1.6-8.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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GRADE EXPECTATION	SL.1.6-8.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 EXPECTATION	SL.1.6-8.b.	Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND / DOMAIN**

**READING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>R.5:</b>	<b>Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.</b>

EXPECTATION	R.5.6-8.a.	Provide an accurate summary of various texts;
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.1:</b>	<b>Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</b>

EXPECTATION	W.1.6-8.d.	Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Process and Production</b>
<b>STANDARD</b>	<b>W.2:</b>	<b>Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</b>

EXPECTATION	W.2.6-8.a.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed.
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EXPECTATION	W.2.6-8.b.	Use technology to produce writing, as well as to interact and collaborate with others.
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**STRAND / DOMAIN**

**WRITING**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Composing for Audience and Purpose</b>
<b>STANDARD</b>	<b>W.3:</b>	<b>Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</b>

EXPECTATION	W.3.6-8.a.	Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose.
EXPECTATION	W.3.6-8.b.	Develop and support the topic with relevant techniques and logically ordered details.
EXPECTATION	W.3.6-8.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas.
EXPECTATION	W.3.6-8.e.	Provide a sense of closure that follows from, supports, and reflects the purpose of the piece.