

Main Criteria: Voyages in Writing

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grade: 8

Voyages in Writing

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI.
8.** **Reading Standards for Informational Text**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI.
8.** **Reading Standards for Informational Text**

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.8 . Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

STRAND / STANDARD CATEGORY **MI.CC.L.8 . Language Standards**

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

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

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

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

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

EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

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

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL .8.** **Reading Standards for Literature**

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / STANDARD CATEGORY **MI.CC.RL .8.** **Reading Standards for Literature**

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

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.8.3(b)	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards

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

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards

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

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

MI.CC.L.8 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

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

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

EXPECTATION L.8.4(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION L.8.5(a) Interpret figures of speech (e.g. verbal irony, puns) in context.

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

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

Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RL
.8.** **Reading Standards for Literature**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

EXPECTATION	W.8.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.8.3(b)	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.8.	Reading Standards for Literature
STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(a)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.8.3(b)	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.8 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**STRAND /
STANDARD
CATEGORY** **MI.CC.L.8 Language Standards**

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

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /
STANDARD
CATEGORY** **MI.CC.L.8 Language Standards**

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

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Michigan Academic Standards

Language Arts
Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI.8. Reading Standards for Informational Text**

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

GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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**STRAND /
STANDARD
CATEGORY** **MI.CC.RI.8. Reading Standards for Informational Text**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

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

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

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD CATEGORY **MI.CC.L.8 .** **Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
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STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 8.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8.** **Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8.** **Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.8 .** **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY

MI.CC.RI. 8.

Reading Standards for Informational Text

STANDARD

Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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STRAND / STANDARD CATEGORY

MI.CC.RI. 8.

Reading Standards for Informational Text

STANDARD

Craft and Structure

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

MI.CC.W. 8.

Writing Standards

STANDARD

Text Types and Purposes

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

**MI.CC.W.
8.**

Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.SL.
8.**

Speaking and Listening Standards

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

STRAND / STANDARD CATEGORY **MI.CC.SL.8.** **Speaking and Listening Standards**

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

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

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY **MI.CC.L.8.** **Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY **MI.CC.L.8.** **Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

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

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

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

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

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

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 11: Unit 6 Summarizing Multiple References, pp. 101-112

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
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STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.** **Writing Standards**

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**MI.CC.W.
8.**

Writing Standards

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

**MI.CC.SL.
8.**

Speaking and Listening Standards

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

**MI.CC.SL.
8.**

Speaking and Listening Standards

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

**MI.CC.L.8
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Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards		
Language Arts		
Grade 8 - Adopted: 2010		
STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

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

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8.** **Speaking and Listening Standards**

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

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8 .	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8 .	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8 .	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8 .	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.SL.
8.**

Speaking and Listening Standards

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY**

**MI.CC.RI.
8.** **Reading Standards for Informational Text**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.** **Writing Standards**

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.** **Writing Standards**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND / STANDARD CATEGORY **MI.CC.SL.8. Speaking and Listening Standards**

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

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

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY **MI.CC.L.8. Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY **MI.CC.L.8. Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION L.8.5(b) Use the relationship between particular words to better understand each of the words.

STRAND / STANDARD CATEGORY **MI.CC.L.8** **Language Standards**

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL .8.** **Reading Standards for Literature**

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

STRAND / STANDARD CATEGORY **MI.CC.RL .8.** **Reading Standards for Literature**

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

STRAND / STANDARD CATEGORY **MI.CC.RL .8.** **Reading Standards for Literature**

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

STRAND / STANDARD CATEGORY **MI.CC.RI. 8.** **Reading Standards for Informational Text**

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8.** **Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8.** **Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.8 .** **Language Standards**

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

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

STRAND / STANDARD CATEGORY **MI.CC.L.8 .** **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY **MI.CC.L.8 .** **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

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

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.W.
8.**

Writing Standards

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

**MI.CC.W.
8.**

Writing Standards

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

**MI.CC.SL.
8.**

Speaking and Listening Standards

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

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

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD CATEGORY **MI.CC.L.8. Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY **MI.CC.L.8. Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY **MI.CC.L.8. Language Standards**

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

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RL
.8.** **Reading Standards for Literature**

STANDARD **Key Ideas and Details**

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.RL
.8.** **Reading Standards for Literature**

STANDARD **Craft and Structure**

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.RL
.8.** **Reading Standards for Literature**

STANDARD **Range of Reading and Level of Text Complexity**

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI.
8.** **Reading Standards for Informational Text**

STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
8.** **Writing Standards**

STANDARD **Text Types and Purposes**

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

EXPECTATION W.8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

EXPECTATION W.8.2(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 8. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.8 . Language Standards**

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

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / STANDARD CATEGORY **MI.CC.L.8 . Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY **MI.CC.L.8 . Language Standards**

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

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Response to Literature, pp. 219-228

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .8.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / STANDARD CATEGORY	MI.CC.RL .8.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / STANDARD CATEGORY	MI.CC.RL .8.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / STANDARD CATEGORY	MI.CC.RI. 8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details

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

GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

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

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

Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY**

MI.CC.RL .8. **Reading Standards for Literature**

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.RL .8. **Reading Standards for Literature**

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.RL .8. **Reading Standards for Literature**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / STANDARD CATEGORY	MI.CC.RI. 8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD CATEGORY **MI.CC.W. 8.** **Writing Standards**

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

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

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

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD CATEGORY **MI.CC.L.8 .** **Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Vocabulary Acquisition and Use

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

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Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .8.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / STANDARD CATEGORY	MI.CC.RL .8.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / STANDARD CATEGORY	MI.CC.RL .8.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / STANDARD CATEGORY	MI.CC.RI. 8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details

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

GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.8 **Language Standards**

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

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Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY**

MI.CC.RL **Reading Standards for Literature**

.8.

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.RL **Reading Standards for Literature**

.8.

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / STANDARD CATEGORY	MI.CC.RL.8.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.SL.8.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD CATEGORY	MI.CC.L.8.	Language Standards
STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Michigan Academic Standards

Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.8.	Reading Standards for Informational Text
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STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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STRAND / STANDARD CATEGORY	MI.CC.W.8.	Writing Standards
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STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
GRADE LEVEL EXPECTATION	W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD CATEGORY	MI.CC.W. 8.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 8.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.8.2(a)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
STRAND / STANDARD CATEGORY	MI.CC.L.8	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.