

Main Criteria: Voyages in Writing

Secondary Criteria: Nevada Academic Content Standards

Subject: Language Arts

Grade: 8

Voyages in Writing

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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR

Key Ideas and Details

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.R.
1.

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

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.R.
2.

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

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.R.
3.

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR

Craft and Structure

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.R.
4.

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR

Integration of Knowledge and Ideas

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.R.
7.

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR

Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards**Language Arts**

Grade 8 - Adopted: 2010

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

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

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

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD		
Speaking and Listening Standards		
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD		
Language Standards		
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD		
Language Standards		
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD		
Language Standards		
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / 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.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 03: Unit 3 Retelling Narrative Stories, pp. 29-36

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes

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

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /
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.

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL
EXPECTATION

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL
EXPECTATION

SL.8.1.c.

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

GRADE LEVEL
EXPECTATION

SL.8.1.d.

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /
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.

**CONTENT
STANDARD****Language Standards**

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL
EXPECTATION

W.8.2.a.

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

GRADE LEVEL
EXPECTATION

W.8.2.b.

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

GRADE LEVEL
EXPECTATION

W.8.2.c.

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

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL
EXPECTATION

W.8.3.a.

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

GRADE LEVEL
EXPECTATION

W.8.3.b.

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

GRADE LEVEL
EXPECTATION

W.8.3.c.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

GRADE LEVEL
EXPECTATION

W.8.3.e.

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

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

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

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.R.
2.

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

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
2.

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

INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
3.

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

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
4.

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

INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
5.

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

INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
6.

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

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
10.

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

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

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
GRADE LEVEL EXPECTATION	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	

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

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD

Language Standards

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 06: Unit 4 Summarizing a Reference, pp. 53-60

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD

Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

Reading Standards for Informational Text

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

INDICATOR / 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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INDICATOR / 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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CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
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CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

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

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 07: Unit 4 Summarizing a Reference, pp. 61-70

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.R.
10.

Read and comprehend complex literary and informational texts independently and proficiently.

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

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
2.

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

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

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
4.

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

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
5.

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

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
6.

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /
GRADE LEVEL
EXPECTATIONWHST.6-
8.10.

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

**CONTENT
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /
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.

INDICATOR /
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.

**CONTENT
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL
EXPECTATION

W.8.2.a.

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

GRADE LEVEL
EXPECTATION

W.8.2.b.

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

GRADE LEVEL
EXPECTATION

W.8.2.c.

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

GRADE LEVEL
EXPECTATION

W.8.2.d.

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

GRADE LEVEL
EXPECTATION

W.8.2.f.

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

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT
STANDARD****Speaking and Listening Standards**

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

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

**CONTENT
STANDARD**

Language Standards

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

**CONTENT
STANDARD**

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 08: Unit 4 Summarizing a Reference, pp. 71-82

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes

INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD

Language Standards

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD

Language Standards

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

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

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

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT
STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	

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

GRADE LEVEL
EXPECTATION

L.8.5.b.

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
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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Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
2.

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
4.

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

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
5.

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

INDICATOR /
GRADE LEVEL
EXPECTATION

CCRA.W.
6.

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

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

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

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

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / 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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CONTENT STANDARD

Language Standards

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

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

CONTENT STANDARD

Language Standards

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD

Language Standards

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

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /
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.)

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
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.

INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
GRADE LEVEL
EXPECTATION

W.8.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL
EXPECTATION

W.8.9.b.

Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /
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.

GRADE LEVEL
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL
EXPECTATION

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL
EXPECTATION

SL.8.1.c.

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

GRADE LEVEL
EXPECTATION

SL.8.1.d.

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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 12: Unit 6 Summarizing Multiple References, pp. 113-118

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

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

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT
STANDARD****Writing Standards**

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

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL
EXPECTATION

W.8.9.b.

Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /
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.

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL
EXPECTATION

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL
EXPECTATION

SL.8.1.c.

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

GRADE LEVEL
EXPECTATION

SL.8.1.d.

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /
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.

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / 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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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD

Language Standards

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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 13: Unit 6 Summarizing Multiple References, pp. 119-124

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STANDARD

Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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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CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use

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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT
STANDARD****Speaking and Listening Standards**

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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**Nevada Academic Content Standards****Language Arts****Grade 8 - Adopted: 2010****CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

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

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

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes

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

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

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 16: Unit 7 Inventive Writing, pp. 137-144

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD College and Career Readiness Anchor Standards for Writing		
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD College and Career Readiness Anchor Standards for Writing		
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD College and Career Readiness Anchor Standards for Speaking and Listening		
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD College and Career Readiness Anchor Standards for Language		
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD College and Career Readiness Anchor Standards for Language		
STRAND / INDICATOR		Vocabulary acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)

INDICATOR / 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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INDICATOR / 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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**CONTENT
STANDARD**

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT
STANDARD**

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
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**CONTENT
STANDARD**

Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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**CONTENT
STANDARD**

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.8.1.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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GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details

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

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /
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.

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /
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.

GRADE LEVEL
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL
EXPECTATION

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL
EXPECTATION

SL.8.1.c.

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

GRADE LEVEL
EXPECTATION

SL.8.1.d.

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /
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.

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /
GRADE LEVEL
EXPECTATION

L.8.1.

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

GRADE LEVEL
EXPECTATION

L.8.1.b.

Form and use verbs in the active and passive voice.

GRADE LEVEL
EXPECTATION

L.8.1.d.

Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT
STANDARD****Language Standards**

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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).
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

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

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD

Language Standards

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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 19: Unit 8 Formal Essay Models, pp. 159-170

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

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

College and Career Readiness Anchor Standards for Writing

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

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)

INDICATOR / 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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INDICATOR / 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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**CONTENT
STANDARD**

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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INDICATOR / 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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**CONTENT
STANDARD**

Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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**CONTENT
STANDARD**

Speaking and Listening Standards

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

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /
INDICATOR****Key Ideas and Details**INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.R.
2.

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

**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /
INDICATOR****Text Types and Purposes***INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
2.

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

**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /
INDICATOR****Production and Distribution of Writing**INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
4.

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

INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
5.

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

INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
6.

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

**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /
INDICATOR****Research to Build and Present Knowledge**INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.W.
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /
INDICATOR****Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details

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

INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **Language Standards**

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

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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CONTENT STANDARD **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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 21: Unit 8 Formal Essay Models, pp. 179-184

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes

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

INDICATOR / GRADE LEVEL EXPECTATION	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.8.9.b.	Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD

Language Standards

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD

Language Standards

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

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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 22: Unit 9 Formal Critique, pp. 185-200

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD

Reading Standards for Informational Text

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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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CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

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

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /
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.

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /
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.

GRADE LEVEL
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL
EXPECTATION

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL
EXPECTATION

SL.8.1.c.

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

GRADE LEVEL
EXPECTATION

SL.8.1.d.

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /
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.

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /
GRADE LEVEL
EXPECTATION

L.8.1.

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

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **Language Standards**

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

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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CONTENT STANDARD **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 24: Unit 9 Formal Critique, pp. 207-218

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

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

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

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

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT
STANDARD****Speaking and Listening Standards**

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT
STANDARD****Language Standards**

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

**CONTENT
STANDARD****Language Standards**

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

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

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

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /
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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL
EXPECTATION

W.8.2.a.

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

GRADE LEVEL
EXPECTATION

W.8.2.b.

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

GRADE LEVEL
EXPECTATION

W.8.2.c.

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

GRADE LEVEL
EXPECTATION

W.8.2.d.

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

GRADE LEVEL
EXPECTATION

W.8.2.f.

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

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /
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.)

INDICATOR /
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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
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.

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT STANDARD

Speaking and Listening Standards

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

CONTENT STANDARD

Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD

Language Standards

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

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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		

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.8.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 27: Response to Literature, pp. 233-238

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR		Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /
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.

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL
EXPECTATION

SL.8.1.a.

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

GRADE LEVEL
EXPECTATION

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL
EXPECTATION

SL.8.1.c.

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

GRADE LEVEL
EXPECTATION

SL.8.1.d.

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

**CONTENT
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /
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.

**CONTENT
STANDARD****Language Standards**

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

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

CONTENT STANDARD

Language Standards

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 28: Response to Literature, pp. 239-252

Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

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

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

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

College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT
STANDARD****Language Standards**

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

GRADE LEVEL
EXPECTATION

L.8.2.a.

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

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL
EXPECTATION

L.8.4.a.

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

GRADE LEVEL
EXPECTATION

L.8.4.c.

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

GRADE LEVEL
EXPECTATION

L.8.4.d.

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

**CONTENT
STANDARD****Language Standards**

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

GRADE LEVEL
EXPECTATION

L.8.5.b.

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

**CONTENT
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 29: Response to Literature, pp. 253-256

Nevada Academic Content Standards**Language Arts**

Grade 8 - Adopted: 2010

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

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

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

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

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

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

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Craft and Structure

INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Literature	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD	Reading Standards for Informational Text	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
CONTENT STANDARD	Language Standards	

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

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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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GRADE LEVEL EXPECTATION	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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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Nevada Academic Content Standards

Language Arts

Grade 8 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /
INDICATOR****Comprehension and Collaboration**INDICATOR /
GRADE LEVEL
EXPECTATIONCCRA.S
L.1.

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

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]****STRAND /
INDICATOR****Production and Distribution of Writing**INDICATOR /
GRADE LEVEL
EXPECTATIONWHST.6-
8.4.

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

**CONTENT
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]****STRAND /
INDICATOR****Range of Writing**INDICATOR /
GRADE LEVEL
EXPECTATIONWHST.6-
8.10.

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

**CONTENT
STANDARD****Reading Standards for Informational Text****STRAND /
INDICATOR****Key Ideas and Details**INDICATOR /
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.

**CONTENT
STANDARD****Writing Standards****STRAND /
INDICATOR****Text Types and Purposes****INDICATOR /
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.GRADE LEVEL
EXPECTATION

W.8.2.a.

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

GRADE LEVEL
EXPECTATION

W.8.2.b.

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

GRADE LEVEL
EXPECTATION

W.8.2.c.

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

GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL EXPECTATION	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
GRADE LEVEL EXPECTATION	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

GRADE LEVEL EXPECTATION	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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GRADE LEVEL EXPECTATION	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**CONTENT
STANDARD** **Language Standards**

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

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

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

GRADE LEVEL EXPECTATION	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**CONTENT
STANDARD** **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.