

Main Criteria: Voyages in Writing

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grade: 8

Voyages in Writing

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

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 language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
7.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.S
L.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.L.
1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
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PROFICIENCY
LEVEL

RI.8.2.a.

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

PROFICIENCY
LEVEL

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL 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.

PROFICIENCY LEVEL 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 part of speech.

PROFICIENCY LEVEL 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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR 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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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 language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
5.

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

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone, including analogies or allusions to other texts.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

PROFICIENCY
LEVEL

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.

PROFICIENCY
LEVEL

W.8.3.b.

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

PROFICIENCY
LEVEL

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.

PROFICIENCY
LEVEL

W.8.3.d.

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

PROFICIENCY
LEVEL

W.8.3.e.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.)

BENCHMARK /
GRADE LEVEL
INDICATOR

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.8.5.a.	Interpret figures of speech (e.g. verbal irony, puns) in context.
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
PROFICIENCY LEVEL	RL.8.2.b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)

BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
PROFICIENCY LEVEL	RL.8.2.b.	Incorporate a theme and its relationship to other story elements into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	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 06: Unit 4 Summarizing a Reference, pp. 53-60

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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 language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
7.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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 07: Unit 4 Summarizing a Reference, pp. 61-70

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATORCCRA.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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATORCCRA.W.
4.

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

BENCHMARK /
GRADE LEVEL
INDICATORCCRA.W.
5.

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

BENCHMARK /
GRADE LEVEL
INDICATORCCRA.W.
6.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATORCCRA.W.
7.

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

BENCHMARK /
GRADE LEVEL
INDICATORCCRA.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.

BENCHMARK /
GRADE LEVEL
INDICATORCCRA.W.
9.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

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 language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
5.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
6.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
9.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

College and Career Readiness Anchor Standards for Writing

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

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	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 10: Unit 5 Writing from Pictures, pp. 93-100

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
5.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
6.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL

L.8.3.a.

Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL

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).

PROFICIENCY LEVEL

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 part of speech.

PROFICIENCY LEVEL

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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL

L.8.5.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

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 11: Unit 6 Summarizing Multiple References, pp. 101-112

Ohio Learning Standards

Language Arts

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****KEY IDEAS AND DETAILS**BENCHMARK /
GRADE LEVEL
INDICATORCCRA.R.
2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****CRAFT AND STRUCTURE**BENCHMARK /
GRADE LEVEL
INDICATORCCRA.R.
4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****INTEGRATION OF KNOWLEDGE AND IDEAS**BENCHMARK /
GRADE LEVEL
INDICATORCCRA.R.
7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**BENCHMARK /
GRADE LEVEL
INDICATORCCRA.R.
10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STANDARD /
BENCHMARK****TEXT TYPES AND PURPOSES**BENCHMARK /
GRADE LEVEL
INDICATORCCRA.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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
7.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
9.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.S
L.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
-------------------------	--	---------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.L.
1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
-------------------------	--	-----------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
-------------------------	--	-----------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RI.8.2.

Analyze informational text development.

PROFICIENCY
LEVEL

RI.8.2.a.

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

PROFICIENCY
LEVEL

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	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”).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY
LEVEL

L.8.5.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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 part of speech.
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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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 part of speech.
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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.

PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
5.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
6.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

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”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

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.

PROFICIENCY LEVEL

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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 part of speech.
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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.

PROFICIENCY LEVEL	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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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.R.
2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
4.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
5.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
6.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

CCRA.W.
9.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

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

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	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”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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).
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
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PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
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PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.8.2.f.	Establish and maintain a formal style.
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PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
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PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.

PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.

PROFICIENCY
LEVEL

RL.8.2.a.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.

PROFICIENCY
LEVEL

RL.8.2.a.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.

PROFICIENCY
LEVEL

RL.8.2.a.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Reading Standards for Literature K–12**

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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, mood, and tone, including analogies or allusions to other texts.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY
LEVEL

RI.8.2.a.

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

PROFICIENCY
LEVEL

RI.8.2.b.

Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Writing Standards K–12**

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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 part of speech.
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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Language Arts

Grade 8 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	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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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone, including analogies or allusions to other texts.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)

BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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 part of speech.
PROFICIENCY LEVEL	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).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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 language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
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PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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PROFICIENCY LEVEL	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY
LEVEL

L.8.2.a.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

PROFICIENCY
LEVEL

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.

PROFICIENCY
LEVEL

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 part of speech.

PROFICIENCY
LEVEL

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).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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 30: Response to Literature, pp. 257-261

Ohio Learning Standards

Language Arts

Grade 8 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
PROFICIENCY LEVEL	RI.8.2.b.	Incorporate central ideas and their relationships into an objective summary of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	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 to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

**DOMAIN /
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CONTENT
STANDARD**

Language Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12
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STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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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