

# Main Criteria: Voyages in Writing

## Secondary Criteria: Rhode Island World-Class Standards

**Subject:** Language Arts

**Grade:** 8

### Voyages in Writing

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

## Rhode Island World-Class Standards

### Language Arts

Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT  
OF ENDURING  
KNOWLEDGE

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies  
[RCA-H]

GSE STEM

Key Ideas and Details

SPECIFIC  
INDICATOR

2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT  
OF ENDURING  
KNOWLEDGE

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies  
[RCA-H]

GSE STEM

Craft and Structure

SPECIFIC  
INDICATOR

4

Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT  
OF ENDURING  
KNOWLEDGE

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies  
[RCA-H]

GSE STEM

Integration of Knowledge and Ideas

SPECIFIC  
INDICATOR

7

Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

STATEMENT  
OF ENDURING  
KNOWLEDGE

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies  
[RCA-H]

GSE STEM

Range of Reading and Level of Text Complexity

SPECIFIC  
INDICATOR

10

Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |                                                                                                                                          |
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| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Craft and Structure                                                                                                |

|                    |   |                                                                                                                                                                                                                                                   |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

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|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                                      |

|                    |    |                                                                                                                                    |
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| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

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|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                         |
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| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
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| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
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**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

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| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
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| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
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|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
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|          |   |                                                                                                                                                                                                   |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
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| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
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|          |   |                                                                                                                                                                                             |
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| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

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|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
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| GSE STEM | 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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| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
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|          |   |                                                                   |
|----------|---|-------------------------------------------------------------------|
| GSE STEM | 4 | Present information, findings, and supporting evidence such that: |
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| SPECIFIC INDICATOR |  | The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
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|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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|          |   |                                                                                                                    |
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| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|
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|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
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| GSE STEM | 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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| GSE STEM | 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. |
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**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

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|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
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| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
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**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

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| SPECIFIC INDICATOR | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
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**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

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| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

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|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

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| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
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| SPECIFIC INDICATOR                                                 | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.                                                                                                                                                                            |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                                           | 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.)                                                                                                                                                       |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                                           | 5    | 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.                                                                                                                                                                                                   |
| SPECIFIC INDICATOR                                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                                                                                      |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                                           | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR                                                 | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                                                 | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR                                                 | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR                                                 | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                                                                                            |
| GSE STEM                                                           | 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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)                                                         |

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

SPECIFIC INDICATOR 2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                              |
|---------------------------------|---|----------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language                                                                        |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

SPECIFIC INDICATOR 3.a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 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.

SPECIFIC INDICATOR 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SPECIFIC INDICATOR 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** **Grade 8 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Craft and Structure                                                                            |

|                    |   |                                                                                                                                                                                         |
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| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                  |

|                    |    |                                                                                                                                         |
|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Craft and Structure                                                                                                |

|                    |   |                                                                                                                                                                                                                                                   |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                                      |

|                    |    |                                                                                                                                    |
|--------------------|----|------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |                                                         |
|---------------------------------|---|---------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                 |
| GSE STEM                        | 1 | Write arguments focused on discipline-specific content. |

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| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
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| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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|                    |      |                                                                                                                               |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
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|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                         |
|--------------------|------|---------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                           |      |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                                  | 6    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                                                                                                                              |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
| GSE STEM                                                                                                  | 8    | When conducting research, 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. |
| GSE STEM                                                                                                  | 9    | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                                                                                                                                    |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Range of Writing                                                                                                                                                                                                                                                                                                      |
| GSE STEM                                                                                                  | 10   | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                            |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                       |
| GSE STEM                                                                                                  | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                               |
| SPECIFIC INDICATOR                                                                                        | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                  |
| SPECIFIC INDICATOR                                                                                        | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| SPECIFIC INDICATOR                                                                                        | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                              |
| SPECIFIC INDICATOR                                                                                        | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                                   |
| GSE STEM                                                                                                  | 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 vocabulary, eye contact, volume, and pronunciation.                                                                                     |

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                   |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                        |

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
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|          |   |                                                                                                                                                                                             |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
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|          |   |                                                                                                                   |
|----------|---|-------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|                                                                                               |    |                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                      | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                                                                                      | 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.                                                                   |
| GSE STEM                                                                                      | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                                                                                      | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Knowledge of Language                                                                                                                                                                                                                                        |
| GSE STEM                                                                                      | 3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                              |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 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.                                      |
| GSE STEM                                                                                      | 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. |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>                                                |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                        |
| GSE STEM                                                                                      |    | Key Ideas and Details                                                                                                                                                                                                                                        |

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |                                                                                                                                                                                        |
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| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
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**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

|                    |   |                                                                                                                                                                                                                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
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**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |                                                                                                                                                                                                 |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                      |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                              |
| GSE STEM                        | 1 | Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. |

|                    |      |                                                                                                         |
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| SPECIFIC INDICATOR | 1.d. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
|--------------------|------|---------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                          |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).            |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |      |                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                             |
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                 |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                                                                                          |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                   |
| GSE STEM                        | 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

#### Grade 8 Writing Standards [W]

|                                 |      |                                                                                                                                                                              |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing                                                                                                                                       |
| GSE STEM                        | 5    | 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. |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                    |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).             |

#### DOMAIN

#### Grade 8 Writing Standards [W]

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|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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| GSE STEM                               | 6        | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Writing Standards [W]</b>                                                                                                                                                                                                                                                                                                                                           |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                               | 8        | When conducting research, 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.                                                          |
| GSE STEM                               | 9        | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Writing Standards [W]</b>                                                                                                                                                                                                                                                                                                                                           |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                               | 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.                                                                                                                                                          |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Speaking and Listening Standards [SL]</b>                                                                                                                                                                                                                                                                                                                           |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR                     | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR                     | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Language Standards [L]</b>                                                                                                                                                                                                                                                                                                                                          |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                                                                                                         |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                                                                                                                                                                      |

|                                                     |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                  | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Knowledge of Language                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                            | 3    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                                                                                                                                                                                                                                                  |
| SPECIFIC INDICATOR                                  | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.                                                                                                                                                                                                                                                                                                                                         |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                            | 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.                                                                                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR                                  | 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.                                                                                                                                                                                                                                                                                                 |
| SPECIFIC INDICATOR                                  | 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).                                                                                                                                                                                                                                                                                                                             |
| SPECIFIC INDICATOR                                  | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.                                                                                                                                                                                                                             |
| SPECIFIC INDICATOR                                  | 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).                                                                                                                                                                                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                            | 5    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                                                                                                                                                                                                                                                                           |
| SPECIFIC INDICATOR                                  | 5.b. | Use the relationship between particular words to better understand each of the words.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                            | 6    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

## Rhode Island World-Class Standards

## Language Arts

Grade 8 - Adopted: 2021

## DOMAIN

## Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

## DOMAIN

## Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                           |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

## DOMAIN

## Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR              | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

## DOMAIN

## Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|                                                                                |   |                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                       | 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 vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Reading</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                                |   | Key Ideas and Details                                                                                                                                                                                                             |
| GSE STEM                                                                       | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.                                 |
| GSE STEM                                                                       | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                                        |
| GSE STEM                                                                       | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                                                |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Reading</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                                |   | Craft and Structure                                                                                                                                                                                                               |
| GSE STEM                                                                       | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                                       |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                                |   | Text Types and Purposes                                                                                                                                                                                                           |
| GSE STEM                                                                       | 3 | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.                                                                                        |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                                |   | Production and Distribution of Writing                                                                                                                                                                                            |
| GSE STEM                                                                       | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                              |
| GSE STEM                                                                       | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |
| GSE STEM                                                                       | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                        |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                                |   | Range of Writing                                                                                                                                                                                                                  |

|                                                                                               |    |                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                      | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                                                                                      | 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.                                                                   |
| GSE STEM                                                                                      | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                                                                                      | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Knowledge of Language                                                                                                                                                                                                                                        |
| GSE STEM                                                                                      | 3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                              |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 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.                                      |
| GSE STEM                                                                                      | 5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                                                                          |
| GSE STEM                                                                                      | 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. |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>                                                |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                |
| GSE STEM                                                                                      |    | Key Ideas and Details                                                                                                                                                                                                                                        |

|                                                    |      |                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                 | 1    | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)                                                                     |
| SPECIFIC INDICATOR                                 | 2    | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.                                                                                                                 |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>     |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Grade 8 Reading Standards for Literature [RL]</b>                                                                                                                                                                                                                                                                          |
| GSE STEM                                           |      | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                    |
| SPECIFIC INDICATOR                                 | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>     |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Grade 8 Reading Standards for Literature [RL]</b>                                                                                                                                                                                                                                                                          |
| GSE STEM                                           |      | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                          |
| SPECIFIC INDICATOR                                 | 10   | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                                                                                                                    |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                |
| GSE STEM                                           | 2    | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                  |
| SPECIFIC INDICATOR                                 | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                             |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                |
| GSE STEM                                           | 3    | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                                                                                                                                                    |
| SPECIFIC INDICATOR                                 | 3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.                                                                                                                                                            |
| SPECIFIC INDICATOR                                 | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                                                                                                                                           |
| SPECIFIC INDICATOR                                 | 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.                                                                                                                                 |

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                            |
|--------------------|------|--------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--------------------|------|--------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                           |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                             |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                                    |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                              |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                                                                                                                                                   |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                        | 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.                                                             |
| SPECIFIC INDICATOR              | 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.                                                                     |
| SPECIFIC INDICATOR              | 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).                                                                                                 |
| SPECIFIC INDICATOR              | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR              | 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

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| SPECIFIC INDICATOR              | 5.a. | Interpret figures of speech (e.g. verbal irony, puns) in context.                                   |

|                                        |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                     | 5.b.                                  | Use the relationship between particular words to better understand each of the words.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DOMAIN</b>                          | <b>Grade 8 Language Standards [L]</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                       | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                               | 6                                     | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

|                                        |                                                                                             |                                                                                                                                                                                                            |
|----------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                          | <b>Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards</b>           |                                                                                                                                                                                                            |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                                                                                      |
| <b>GSE STEM</b>                        |                                                                                             | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                  |
| SPECIFIC INDICATOR                     | 7                                                                                           | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                                                                       |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |                                                                                                                                                                                                            |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Production and Distribution of Writing</b>                                                                                                                                                              |
| GSE STEM                               | 4                                                                                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                       |
| GSE STEM                               | 5                                                                                           | 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.                               |
| GSE STEM                               | 6                                                                                           | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                   |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |                                                                                                                                                                                                            |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Range of Writing</b>                                                                                                                                                                                    |
| GSE STEM                               | 10                                                                                          | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |                                                                                                                                                                                                            |

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
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|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|
|---------------------------------|--|------------------------------------|

|          |   |                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 3 | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |    | Production and Distribution of Writing                                                                                                                                                                                                                       |
|---------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                         |
| GSE STEM                        | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                |
| GSE STEM                        | 6  | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                                                   |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                                                             |
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                        | 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.                                                                   |
| GSE STEM                        | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                            |
| STATEMENT OF ENDURING KNOWLEDGE |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                        | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                        | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                            |
| STATEMENT OF ENDURING KNOWLEDGE |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                        | 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.                                      |
| GSE STEM                        | 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. |

**DOMAIN****Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |                                                                                                                                                                                                               |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN****Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN****Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                               |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                            |
|--------------------|------|--------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--------------------|------|--------------------------------------------------------------------------------------------|

**DOMAIN****Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5    | 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. |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                    |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).             |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                          |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                                                                                                                                                                                                                                       |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning                                                                                                                                                                                                                                                                                              |

INDICATOR 1.a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.

**DOMAIN** Grade 8 Language Standards [L]

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

SPECIFIC INDICATOR 2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN** Grade 8 Language Standards [L]

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SPECIFIC INDICATOR 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** Grade 8 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                          |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                                         |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|

|                                        |                                                                                 |                                                                                                                                                                                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                               | 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 vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Reading</b>                |                                                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                      |
| GSE STEM                               | 2                                                                               | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                                        |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Reading</b>                |                                                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                         |
| GSE STEM                               | 7                                                                               | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.                                                                                                |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                    |
| GSE STEM                               | 3                                                                               | Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.                                                                                        |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                                                     |
| GSE STEM                               | 4                                                                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                              |
| GSE STEM                               | 5                                                                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |
| GSE STEM                               | 6                                                                               | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                        |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                           |
| GSE STEM                               | 10                                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                 |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                            |

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |                                                                                                                                                                                                               |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                                                                       |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.                                  |
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR | 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.       |
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
| SPECIFIC INDICATOR | 3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                          |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5 | 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. |

|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                        |
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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

#### Grade 8 Speaking and Listening Standards [SL]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

#### DOMAIN

#### Grade 8 Language Standards [L]

| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                                                                                                                                                                                                                                       |
|---------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |      | Sentence Structure, Variety, and Meaning                                                                                                                                                                                                                                                                                              |
| INDICATOR                       | 1.a. | Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.                                                                                                                                                                            |

#### DOMAIN

#### Grade 8 Language Standards [L]

| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                    |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                              |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 06: Unit 4 Summarizing a Reference, pp. 53-60

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure                                                                            |

|                    |   |                                                                                                                                                                                         |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                  |

|                    |    |                                                                                                                                         |
|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |   |                                                                                                                                                                                                      |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                                                                                   |
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                                |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |   |                                                                                                                                                                                                                                                   |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                                                                                                                                |
| GSE STEM                        |   | Craft and Structure                                                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |    |                                                                                                                                    |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |    | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                 |
| GSE STEM                        |    | Range of Reading and Level of Text Complexity                                                                                      |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |      |                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |

|                                        |                                                                                             |                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                     | 2.d.                                                                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                             |
| SPECIFIC INDICATOR                     | 2.f.                                                                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                    |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                         |
| GSE STEM                               | 4                                                                                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                  |
| GSE STEM                               | 5                                                                                           | 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.                                                                                                                                          |
| GSE STEM                               | 6                                                                                           | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                                                                                                                              |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                        |
| GSE STEM                               | 7                                                                                           | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                               | 8                                                                                           | When conducting research, 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. |
| GSE STEM                               | 9                                                                                           | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                                                                                                                                    |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                               |
| GSE STEM                               | 10                                                                                          | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                            |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                             | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                |
| GSE STEM                               | 1                                                                                           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                               |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |   |                                                                                                                                                                                                                                   |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |

#### DOMAIN

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

|                                 |   |                                                                                                                                                                                                   |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                                                                                             |
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                        |

#### DOMAIN

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

|                                 |   |                                                                                                                                                                                             |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure                                                                                                                                                                         |
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

#### DOMAIN

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

|                                 |   |                                                                                                                                                                                        |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                |
| GSE STEM                        | 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

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

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                     |
|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                                       |
| GSE STEM                        | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                           |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                  |
|---------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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. |
| GSE STEM                        | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                 |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Convention of Standard English                                                                                     |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                 |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                                        |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
| GSE STEM                        |  | Craft and Structure                                   |

|                    |   |                                                                                                                                                                                                                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |                                                                                                                                                                                                 |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                 |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                             |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                 |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5 | 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. |

|                                                                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                                                                                      |
| SPECIFIC INDICATOR                                                 | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                  |
| GSE STEM                                                           | 6    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                                                           | 7    | Conduct short as well as more sustained 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.                                                                                                                          |
| GSE STEM                                                           | 8    | When conducting research, 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.                                                          |
| GSE STEM                                                           | 9    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                                                           | 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.                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                                           | 1    | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR                                                 | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                                                                                                                                                                                                                                       |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning                                                                                                                                                                                                                                                                                              |

|           |      |                                                                                                                                                            |
|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 1.a. | Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. |
|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                               |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

SPECIFIC INDICATOR 5.b. Use the relationship between particular words to better understand each of the words.

**DOMAIN** Grade 8 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

SPECIFIC INDICATOR 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure                                                                            |

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**DOMAIN** Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                  |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                                |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                                                                                                                                |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Craft and Structure                                                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |    | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                 |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |    | Range of Reading and Level of Text Complexity                                                                                      |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

  

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|---------------|--|-----------------------------------------------------------------------------|
| <b>DOMAIN</b> |  | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |
|---------------|--|-----------------------------------------------------------------------------|

  

|                                 |  |                                               |
|---------------------------------|--|-----------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Production and Distribution of Writing</b> |
|---------------------------------|--|-----------------------------------------------|

  

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

  

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  

|          |   |                                                                                                                                                                                          |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

  

|               |  |                                                                             |
|---------------|--|-----------------------------------------------------------------------------|
| <b>DOMAIN</b> |  | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |
|---------------|--|-----------------------------------------------------------------------------|

  

|                                 |  |                                                |
|---------------------------------|--|------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------|--|------------------------------------------------|

  

|          |   |                                                                                                                                                                                                                                                       |
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| GSE STEM | 7 | Conduct short as well as more sustained 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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| GSE STEM | 8 | When conducting research, 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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| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
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| <b>DOMAIN</b> |  | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |
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| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Range of Writing</b> |
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| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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| <b>DOMAIN</b> |  | <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |
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| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
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| GSE STEM | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
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| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
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| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                                                                                             |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                        |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure                                                                                                                                                                         |
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| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                               |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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|          |   |                                                                                            |
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| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
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| GSE STEM | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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| GSE STEM | 8 | When conducting research, 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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|----------|---|-------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
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|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
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| GSE STEM | 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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| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
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| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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#### DOMAIN

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

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| STATEMENT OF ENDURING KNOWLEDGE |    | Knowledge of Language                                                                                                                                                                                                                                                                                                                    |
| GSE STEM                        | 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                          |    | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                           |
| GSE STEM                        | 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.                                                                                                                  |
| GSE STEM                        | 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.                                                                             |
| DOMAIN                          |    | Grade 8 Reading Standards                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                                                                                                    |
| GSE STEM                        |    | Key Ideas and Details                                                                                                                                                                                                                                                                                                                    |
| SPECIFIC INDICATOR              | 1  | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)                                                                             |
| SPECIFIC INDICATOR              | 2  | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                                                                                                   |
| DOMAIN                          |    | Grade 8 Reading Standards                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                                                                                                    |
| GSE STEM                        |    | Craft and Structure                                                                                                                                                                                                                                                                                                                      |
| SPECIFIC INDICATOR              | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| DOMAIN                          |    | Grade 8 Reading Standards                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                                                                                                    |
| GSE STEM                        |    | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                            |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                                                                                                                          |
| DOMAIN                          |    | Grade 8 Writing Standards [W]                                                                                                                                                                                                                                                                                                            |

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
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| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

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| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
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| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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| GSE STEM | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
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| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

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| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
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| SPECIFIC INDICATOR                                                 | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                  |
| GSE STEM                                                           | 6    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                                                           | 7    | Conduct short as well as more sustained 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.                                                                                                                          |
| GSE STEM                                                           | 8    | When conducting research, 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.                                                          |
| GSE STEM                                                           | 9    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                                                           | 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.                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                                           | 1    | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR                                                 | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                                                 | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |

|                                 |                                       |                                                                                                                                                                                                                                   |
|---------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 1.c.                                  | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                          |
| SPECIFIC INDICATOR              | 1.d.                                  | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                      |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b> |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                       | Conventions of Standard English                                                                                                                                                                                                   |
| GSE STEM                        | 2                                     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                |
| SPECIFIC INDICATOR              | 2.a.                                  | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                             |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b> |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                       | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                        | 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.                                                             |
| SPECIFIC INDICATOR              | 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.                                                                     |
| SPECIFIC INDICATOR              | 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).                                                                                                 |
| SPECIFIC INDICATOR              | 4.c.                                  | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR              | 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).                                                                                   |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b> |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                       | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                        | 5                                     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                                               |
| SPECIFIC INDICATOR              | 5.b.                                  | Use the relationship between particular words to better understand each of the words.                                                                                                                                             |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b> |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                       | Vocabulary Acquisition and Use                                                                                                                                                                                                    |

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
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Lesson 08: Unit 4 Summarizing a Reference, pp. 71-82

## Rhode Island World-Class Standards

### Language Arts

Grade 8 - Adopted: 2021

#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

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| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
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#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
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| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure                                                                            |

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|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
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#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                  |

|                    |    |                                                                                                                                         |
|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
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#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

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| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |                                                                                                                                          |
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| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                        |  |                                                                                                                           |
|----------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                                                                                                |

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| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                        |  |                                                                                                                           |
|----------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>                                                                      |

|                    |    |                                                                                                                                    |
|--------------------|----|------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                        |          |                                                                                                                                                      |
|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                                                                                                       |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b> |

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| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
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|                    |      |                                                                                           |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                        |  |                                               |
|----------------------------------------|--|-----------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|----------------------------------------|--|-----------------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|          |   |                                                                                                                                                                              |
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| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                          |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
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|          |   |                                                                                                                                                                                                                                                       |
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| GSE STEM | 7 | Conduct short as well as more sustained 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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|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
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#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                                         |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
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| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 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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|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
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|                                        |   |                                                                                                                                                                                                                                   |
|----------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                               | 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 vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                                                                  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>                                                                                                                                                                                                      |
| GSE STEM                               | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.                                 |
| GSE STEM                               | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                                        |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                                                                  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Craft and Structure</b>                                                                                                                                                                                                        |
| GSE STEM                               | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                                       |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>                                                                                                                                                                                                    |
| GSE STEM                               | 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.                                            |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>                                                                                                                                                                                     |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                              |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |
| GSE STEM                               | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                        |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                    |
| GSE STEM                               | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                                                 |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |

| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Range of Writing                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                      | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                                                                                      | 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.                                                                   |
| GSE STEM                                                                                      | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                                                                                      | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Knowledge of Language                                                                                                                                                                                                                                        |
| GSE STEM                                                                                      | 3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                              |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 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.                                      |
| GSE STEM                                                                                      | 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. |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>                                                |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                        |
| GSE STEM                                                                                      |    | Key Ideas and Details                                                                                                                                                                                                                                        |

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |                                                                                                                                                                                        |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
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**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

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| SPECIFIC INDICATOR | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |                                                                                                                                                                                                 |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

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| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
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|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                           |
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| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
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|                    |      |                                                                                                                                                                  |
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| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, 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** **Grade 8 Writing Standards [W]**

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
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|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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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|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                  |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

#### Grade 8 Speaking and Listening Standards [SL]

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
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|          |   |                                                                                                                                                                                                                             |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                    |
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| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                       |
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| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|

|                 |          |                                                                                                     |
|-----------------|----------|-----------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b> | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|-----------------|----------|-----------------------------------------------------------------------------------------------------|

SPECIFIC  
INDICATOR

3.b.

Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                              |
|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

SPECIFIC  
INDICATOR

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.

SPECIFIC  
INDICATOR

4.c.

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

SPECIFIC  
INDICATOR

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

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                            |
|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                      |
| <b>GSE STEM</b>                        | <b>5</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> |

SPECIFIC  
INDICATOR

5.b.

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

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |  |                                       |
|----------------------------------------|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------------------------------|--|---------------------------------------|

GSE STEM

6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

## Rhode Island World-Class Standards

### Language Arts

Grade 8 - Adopted: 2021

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                        |  |                                |
|----------------------------------------|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|----------------------------------------|--|--------------------------------|

|                    |          |                                                                                                                                                                                                                                                                                                                             |
|--------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>    | <b>2</b> | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>                                                                                                                                                                        |
| SPECIFIC INDICATOR | 2.a.     | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b.     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR | 2.c.     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR | 2.f.     | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                        |   |                                                                                                                                                                                          |
|----------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>                                                                                                                                            |
| GSE STEM                               | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                               | 5 | 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.             |
| GSE STEM                               | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                        |    |                                                                                                                                                                                                            |
|----------------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>                                                                                                                                                                                    |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                        |          |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                               |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                       |
| SPECIFIC INDICATOR                     | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |   |                                                                                                                                                                                                                                   |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |

#### DOMAIN

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

|                                 |   |                                                                                                                                                                                        |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                |
| GSE STEM                        | 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

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

|                                 |   |                                                                                                                                      |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                               |
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM                        | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

#### DOMAIN

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

|                                 |    |                                                                                                                                                                                                   |
|---------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                  |
| GSE STEM                        | 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

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

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                                                                       |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                   |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                           |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                      |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

|                    |      |                                                                                       |
|--------------------|------|---------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Use the relationship between particular words to better understand each of the words. |
|--------------------|------|---------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                               |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                          |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |   |                                                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                   |
|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|                    |          |                                                                                                                                                                                                                                                                                         |
|--------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>    | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                            |
| SPECIFIC INDICATOR | 2.a.     | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b.     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.c.     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR | 2.f.     | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                        |          |                                                                                                                                                                                                     |
|----------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                                                                                                                                                      |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                          |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                        |   |                                                                                                                                                                                                                          |
|----------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>                                                                                                                                                                            |
| GSE STEM                               | 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

#### Grade 8 Writing Standards [W]

|                                        |          |                                                                                                                                                                                     |
|----------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>                                                                                                                                       |
| <b>GSE STEM</b>                        | <b>5</b> | <b>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.</b> |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                           |

|                                 |                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 5.b.                                                 | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                                                                               |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                        | 6                                                    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Range of Writing                                                                                                                                                                                                                                                                                                                                                               |
| GSE STEM                        | 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.                                                                                                                                                          |
| <b>DOMAIN</b>                   | <b>Grade 8 Speaking and Listening Standards [SL]</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b.                                                 | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1.c.                                                 | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 1.d.                                                 | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b>                |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Conventions of Standard English                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 1                                                    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)                                          |
| SPECIFIC INDICATOR              |                                                      | Sentence Structure, Variety, and Meaning                                                                                                                                                                                                                                                                                                                                       |

|                                 |      |                                                                                                                                                            |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR                       | 1.a. | Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. |
| <b>DOMAIN</b>                   |      | <b>Grade 8 Language Standards [L]</b>                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                                                            |
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                         |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                   |   | <b>Grade 8 Language Standards [L]</b>                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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). |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|

|                                 |   |                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                   |   | <b>Grade 8 Language Standards [L]</b>                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

|                    |      |                                                                                       |
|--------------------|------|---------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Use the relationship between particular words to better understand each of the words. |
|--------------------|------|---------------------------------------------------------------------------------------|

|                                 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                   |   | <b>Grade 8 Language Standards [L]</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

## Language Arts

Grade 8 - Adopted: 2021

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Craft and Structure                                                                            |

|                    |   |                                                                                                                                                                                         |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                  |

|                    |    |                                                                                                                                         |
|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Craft and Structure                                                                                                |

|                    |   |                                                                                                                                                                                                                                                   |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4 | Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN****Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Range of Reading and Level of Text Complexity                                                                      |

|                    |    |                                                                                                                                    |
|--------------------|----|------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. |
|--------------------|----|------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN****Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                                         |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                   |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|          |   |                                                                                                                                                                                             |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                             |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                   |
|----------|---|-------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|-------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                   |
|----------|---|-------------------------------------------------------------------|
| GSE STEM | 4 | Present information, findings, and supporting evidence such that: |
|----------|---|-------------------------------------------------------------------|

SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                 |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                                        |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Craft and Structure                                   |

|                    |   |                                                                                                                                                                                                                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |                                                                                                                                                                                                 |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
|--------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                                 |                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 3.d.                                                 | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.                                                                                                                                                                            |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                        | 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.)                                                                                                                                                       |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                        | 5                                                    | 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.                                                                                                                                                                                                   |
| SPECIFIC INDICATOR              | 5.a.                                                 | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                                                                                      |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                        | 7                                                    | Conduct short as well as more sustained 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.                                                                                                                          |
| GSE STEM                        | 8                                                    | When conducting research, 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.                                                          |
| GSE STEM                        | 9                                                    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b>                   | <b>Grade 8 Speaking and Listening Standards [SL]</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

#### DOMAIN

#### Grade 8 Speaking and Listening Standards [SL]

|                                 |   |                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                                    |
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.) |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

SPECIFIC INDICATOR

2.a.

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

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR

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.

SPECIFIC INDICATOR

4.c.

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

SPECIFIC INDICATOR

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

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

|                                        |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                     | 5.b.                                  | Use the relationship between particular words to better understand each of the words.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DOMAIN</b>                          | <b>Grade 8 Language Standards [L]</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                       | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                               | 6                                     | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

|                                        |                                                                             |                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |                                                                                                                                                                                                                                                                                                                             |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                             | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                              |
| <b>GSE STEM</b>                        | <b>2</b>                                                                    | <b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>                                                                                                                                                                        |
| SPECIFIC INDICATOR                     | 2.a.                                                                        | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR                     | 2.b.                                                                        | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR                     | 2.c.                                                                        | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR                     | 2.d.                                                                        | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR                     | 2.f.                                                                        | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |
| <b>DOMAIN</b>                          | <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b> |                                                                                                                                                                                                                                                                                                                             |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                             | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                               |
| GSE STEM                               | 4                                                                           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                        |

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                          |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
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|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |    | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
|---------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |
| DOMAIN                          |    | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |    | Text Types and Purposes                                                                                                                                                                                                           |
| GSE STEM                        | 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                          |    | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |    | Production and Distribution of Writing                                                                                                                                                                                            |
| GSE STEM                        | 4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                              |
| GSE STEM                        | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |
| GSE STEM                        | 6  | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                        |
| DOMAIN                          |    | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |    | Research to Build and Present Knowledge                                                                                                                                                                                           |
| GSE STEM                        | 8  | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                       |
| GSE STEM                        | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                                                 |
| DOMAIN                          |    | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                                  |
| GSE STEM                        | 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                          |    | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                          |
| STATEMENT OF ENDURING KNOWLEDGE |    | Comprehension and Collaboration                                                                                                                                                                                                   |

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
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| GSE STEM | 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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|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                                                                       |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
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|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                   |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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|                    |      |                                                                                                                    |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                           |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                  |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

#### Grade 8 Speaking and Listening Standards [SL]

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                             |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|                           |          |                                                                                                                                                                                                                                   |
|---------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>           | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                      |
| <b>SPECIFIC INDICATOR</b> | 4.c.     | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| <b>SPECIFIC INDICATOR</b> | 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

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>GSE STEM</b>                        | <b>6</b> | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

## Rhode Island World-Class Standards

### Language Arts

#### Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                        |          |                                                                                                                                                                   |
|----------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                                             |
| <b>GSE STEM</b>                        |          | <b>Key Ideas and Details</b>                                                                                                                                      |
| <b>SPECIFIC INDICATOR</b>              | <b>2</b> | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                        |          |                                                                                                                                      |
|----------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                |
| <b>GSE STEM</b>                        |          | <b>Integration of Knowledge and Ideas</b>                                                                                            |
| <b>SPECIFIC INDICATOR</b>              | <b>7</b> | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                        |          |                                                                                                                                          |
|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>                |
| <b>GSE STEM</b>                        |          | <b>Key Ideas and Details</b>                                                                                                             |
| <b>SPECIFIC INDICATOR</b>              | <b>2</b> | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                                |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|
|---------------------------------|--|------------------------------------|

|          |   |                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others. |
|----------|---|--------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                             |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                   |
|----------|---|-------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|-------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

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

|                                 |   |                                                                   |
|---------------------------------|---|-------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                               |
| GSE STEM                        | 4 | Present information, findings, and supporting evidence such that: |

SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

#### DOMAIN

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

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|

GSE STEM

1

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

GSE STEM

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### DOMAIN

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

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM

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.

GSE STEM

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.

#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

SPECIFIC INDICATOR

2

Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

SPECIFIC INDICATOR

10

Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|                                        |                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                               | 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.)                                                                                                                                                       |
| <b>DOMAIN</b>                          | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                  |
| <b>GSE STEM</b>                        | <b>5</b>                                             | <b>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.</b>                                                                                                                                                                                            |
| SPECIFIC INDICATOR                     | 5.a.                                                 | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                                                                                      |
| <b>DOMAIN</b>                          | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                  |
| GSE STEM                               | 6                                                    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b>                          | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                               | 7                                                    | Conduct short as well as more sustained 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.                                                                                                                          |
| GSE STEM                               | 8                                                    | When conducting research, 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.                                                          |
| GSE STEM                               | 9                                                    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b>                          | <b>Grade 8 Speaking and Listening Standards [SL]</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| <b>GSE STEM</b>                        | <b>1</b>                                             | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR                     | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

#### DOMAIN

#### Grade 8 Speaking and Listening Standards [SL]

|                                 |   |                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                                    |
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.) |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                                    |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                              |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                                                                                                                                                   |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                        | 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.                                                             |
| SPECIFIC INDICATOR              | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR              | 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

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

## Rhode Island World-Class Standards

## Language Arts

Grade 8 - Adopted: 2021

## DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |

## DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

## DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                               |
|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained 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. |

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                                                |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                               |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM                        | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                     |
|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                           |

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

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                  |
|---------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |   | Convention of Standard English                                                                                     |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                                                                       |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                   |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                     |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|                                                                    |      |                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                           | 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.)                                                                                              |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                |
| GSE STEM                                                           | 5    | 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.                                                                                                                                          |
| SPECIFIC INDICATOR                                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                             |
| SPECIFIC INDICATOR                                                 | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                      |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                |
| GSE STEM                                                           | 6    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                       |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
| GSE STEM                                                           | 7    | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                                                           | 8    | When conducting research, 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. |
| GSE STEM                                                           | 9    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                      |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Range of Writing                                                                                                                                                                                                                                                                                                      |
| GSE STEM                                                           | 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.                                                                                                 |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                       |

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                    |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                           |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|                    |      |                                                                                                                       |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.a. | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                               |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards****Language Arts****Grade 8 - Adopted: 2021****DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                         |
| GSE STEM                        | 5 | 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. |

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                   |
|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                                                                       |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                          |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |      |                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | <b>Text Types and Purposes</b>                                                                                                                                                                      |
| GSE STEM                        | 3    | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                          |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                          |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | <b>Production and Distribution of Writing</b>                                                                                                                                                                            |
| GSE STEM                        | 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** **Grade 8 Writing Standards [W]**

|                                 |      |                                                                                                                                                                                     |
|---------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | <b>Production and Distribution of Writing</b>                                                                                                                                       |
| GSE STEM                        | 5    | <b>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.</b> |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                           |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                    |

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |    |                                                                                                                                                                                                                       |
|---------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |    | <b>Range of Writing</b>                                                                                                                                                                                               |
| GSE STEM                        | 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** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                    |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                              |

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Knowledge of Language                                                                                                                                                               |
|---------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                        |
| SPECIFIC INDICATOR              | 3.b. | Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. |

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                                                                                        |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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. |
| SPECIFIC INDICATOR              | 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).                                     |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

|                    |      |                                                                                       |
|--------------------|------|---------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Use the relationship between particular words to better understand each of the words. |
|--------------------|------|---------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                                            |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 8 | When conducting research, 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. |
| GSE STEM                        | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                                                                                                                                    |

**DOMAIN****Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---------------------------------------------------------------------------------------------------------------|

|                                        |                                                                                 |                                                                                                                                                                                                                                                              |
|----------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                               | 6                                                                               | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                                                   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                               |
| GSE STEM                               | 9                                                                               | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                                                                            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                      |
| GSE STEM                               | 10                                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                       |
| GSE STEM                               | 1                                                                               | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                                   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Convention of Standard English</b>                                                                                                                                                                                                                        |
| GSE STEM                               | 1                                                                               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                               | 2                                                                               | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                        |
| GSE STEM                               | 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.                                      |
| GSE STEM                               | 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. |
| <b>DOMAIN</b>                          | <b>Grade 8 Reading Standards</b>                                                |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Grade 8 Reading Standards for Informational Text [RI]</b>                                                                                                                                                                                                 |

| GSE STEM           |   | Key Ideas and Details                                                                                                                                                                                                                                        |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                 |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                   |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR              | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                             |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                 |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                   |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                                              |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
| GSE STEM                        | 5 | 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. |

|                    |      |                                                                                                                           |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                  |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                             |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                                                                                                                                                                                                                                       |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
| SPECIFIC INDICATOR              |   | Sentence Structure, Variety, and Meaning                                                                                                                                                                                                                                                                                              |

|           |      |                                                                                                                                                            |
|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDICATOR | 1.a. | Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. |
|-----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

## Rhode Island World-Class Standards

### Language Arts

Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]                                                                                             |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                      |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| SPECIFIC INDICATOR              | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.                          |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                                |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR              | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.                                                             |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |

|                    |      |                                                                                                                               |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                     |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.            |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 8 | When conducting research, 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

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                           |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR              | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.             |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |   |                                                                                                                                                                                                                                   |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |

#### DOMAIN

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

|                                 |   |                                                                                                                            |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                      |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

#### DOMAIN

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

|                                 |   |                                                                                                                                                                                        |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                |
| GSE STEM                        | 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

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

|                                 |   |                                                                                                                                      |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                               |
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM                        | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

#### DOMAIN

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

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|                                                                                               |    |                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                      | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                                                                                      | 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.                                                                   |
| GSE STEM                                                                                      | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                                                                                      | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 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.                                      |
| GSE STEM                                                                                      | 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. |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>                                                |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                        |
| GSE STEM                                                                                      |    | Key Ideas and Details                                                                                                                                                                                                                                        |
| SPECIFIC INDICATOR                                                                            | 1  | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR                                                                            | 2  | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                       |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                                            |    |                                                                                                                                                                                                                                                              |

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5 | 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. |

|                                                                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                                                                                      |
| SPECIFIC INDICATOR                                                 | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                  |
| GSE STEM                                                           | 6    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                                                           | 8    | When conducting research, 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.                                                          |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                                                           | 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.                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                                           | 1    | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR                                                 | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                                                 | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR                                                 | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR                                                 | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

SPECIFIC INDICATOR 2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

SPECIFIC INDICATOR 4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SPECIFIC INDICATOR 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** **Grade 8 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 8 - Adopted: 2021

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

SPECIFIC INDICATOR 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Craft and Structure                                                                            |

|                    |   |                                                                                                                                                            |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5 | Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                    |
|----------|---|----------------------------------------------------------------------------------------------------|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|----------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Integration of Knowledge and Ideas                                                                                                 |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                               |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| GSE STEM                        | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                           |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                     |
|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                                       |
| GSE STEM                        | 8 | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                           |

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

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                  |
|---------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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****College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                            |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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****College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
|---------------------------------|--|-------------------------------------------------------|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                          |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
|---------------------------------|--|-------------------------------------------------------|

| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|
|----------|--|---------------------|

|                    |   |                                                                                                                                                                        |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5 | Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
|---------------------------------|--|-------------------------------------------------------|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|-----------------------------------------------|
|----------|--|-----------------------------------------------|

|                                                    |      |                                                                                                                                                                                                                                       |
|----------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                 | 10   | Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                       |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                                           | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| SPECIFIC INDICATOR                                 | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                     |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                                           | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                                                   |
| SPECIFIC INDICATOR                                 | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                                                   |
| SPECIFIC INDICATOR                                 | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.                                   |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                                |
| GSE STEM                                           | 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.)              |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                                |
| GSE STEM                                           | 5    | 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.                                                          |
| SPECIFIC INDICATOR                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                             |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                                |

|                                        |          |                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                               | 6        | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Writing Standards [W]</b>                                                                                                                                                                                                                                                                                                                                           |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                               | 7        | Conduct short as well as more sustained 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.                                                                                                                          |
| GSE STEM                               | 8        | When conducting research, 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.                                                          |
| GSE STEM                               | 9        | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Writing Standards [W]</b>                                                                                                                                                                                                                                                                                                                                           |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                               | 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.                                                                                                                                                          |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Speaking and Listening Standards [SL]</b>                                                                                                                                                                                                                                                                                                                           |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR                     | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                     | 1.b.     | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR                     | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR                     | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |
| <b>DOMAIN</b>                          |          | <b>Grade 8 Language Standards [L]</b>                                                                                                                                                                                                                                                                                                                                          |

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

|                                 |   |                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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** **Grade 8 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                                            |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

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|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |                                                                                                                                          |
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| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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|                    |      |                                                                                                                               |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                           |          |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                                  | 5        | 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.                                                                                                                                          |
| GSE STEM                                                                                                  | 6        | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                                                                                                                              |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                        |
| GSE STEM                                                                                                  | 7        | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                                                                                                  | 8        | When conducting research, 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. |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                               |
| GSE STEM                                                                                                  | 10       | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                            |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                |
| <b>GSE STEM</b>                                                                                           | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                        |
| SPECIFIC INDICATOR                                                                                        | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                  |
| SPECIFIC INDICATOR                                                                                        | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| SPECIFIC INDICATOR                                                                                        | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                              |
| SPECIFIC INDICATOR                                                                                        | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                            |

|                                 |   |                                                                                                                                                                                                                                   |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                                                                                                                             |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                                        |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Integration of Knowledge and Ideas                                                                                                                                                                                                |
| GSE STEM                        | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.                                                                                                |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                           |
| GSE STEM                        | 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.                                            |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                            |
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                              |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |
| GSE STEM                        | 6 | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                                        |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                           |
| GSE STEM                        | 7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                                                             |
| GSE STEM                        | 8 | When conducting research, 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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| GSE STEM                               | 9                                                                               | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                                                                            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                                                                                      |
| GSE STEM                               | 10                                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                       |
| GSE STEM                               | 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.                                                                   |
| GSE STEM                               | 2                                                                               | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Convention of Standard English</b>                                                                                                                                                                                                                        |
| GSE STEM                               | 1                                                                               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                               | 2                                                                               | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                        |
| GSE STEM                               | 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.                                      |
| GSE STEM                               | 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. |
| <b>DOMAIN</b>                          | <b>Grade 8 Reading Standards</b>                                                |                                                                                                                                                                                                                                                              |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Grade 8 Reading Standards for Informational Text [RI]</b>                                                                                                                                                                                                 |
| <b>GSE STEM</b>                        |                                                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                 |

|                                                    |      |                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                 | 1    | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)                            |
| SPECIFIC INDICATOR                                 | 2    | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                                                  |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Text Types and Purposes                                                                                                                                                                                                                                                                 |
| GSE STEM                                           | 2    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                   |
| SPECIFIC INDICATOR                                 | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR                                 | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR                                 | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR                                 | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR                                 | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Text Types and Purposes                                                                                                                                                                                                                                                                 |
| GSE STEM                                           | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                                                                                                     |
| SPECIFIC INDICATOR                                 | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                                                                                                     |
| SPECIFIC INDICATOR                                 | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.                                                                                     |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                                                                                  |
| GSE STEM                                           | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5    | 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. |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                    |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).             |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                          |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                        | 8 | When conducting research, 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. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                      |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|                    |          |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>    | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                           |
|----------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>                                                                                    |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| SPECIFIC INDICATOR                     | 2.a.     | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                     |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                   |
|----------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                             |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                      |
| SPECIFIC INDICATOR                     | 4.c.     | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR                     | 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

#### Grade 8 Language Standards [L]

|                                        |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                               | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

# Rhode Island World-Class Standards

## Language Arts

Grade 8 - Adopted: 2021

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                                            |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                               |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                     |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.            |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                        | 8 | When conducting research, 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

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                           |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

|                                 |  |                                    |
|---------------------------------|--|------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|

|          |   |                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                        |    |                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                               | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| GSE STEM                                                                               | 6  | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                              |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Research to Build and Present Knowledge                                                                                                                                                                                 |
| GSE STEM                                                                               | 8  | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.             |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Range of Writing                                                                                                                                                                                                        |
| GSE STEM                                                                               | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Comprehension and Collaboration                                                                                                                                                                                         |
| GSE STEM                                                                               | 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.                              |
| GSE STEM                                                                               | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                              |
| <b>DOMAIN College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Convention of Standard English                                                                                                                                                                                          |
| GSE STEM                                                                               | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| GSE STEM                                                                               | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| <b>DOMAIN College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| GSE STEM                                                                               | 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. |

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                                        |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                   |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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|                    |      |                                                                                                                           |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                       |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Conduct short as well as more sustained 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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****Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

**DOMAIN****Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                    |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                              |

**DOMAIN****Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                             |
| SPECIFIC INDICATOR              | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR              | 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****Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 8 - Adopted: 2021**

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                                            |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
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**DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                        | 8 | When conducting research, 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. |
| GSE STEM                        | 9 | Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                                                                                                                                    |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR              | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                      |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Integration of Knowledge and Ideas                                                                                                 |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|                                                                                               |    |                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                      | 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.                      |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Production and Distribution of Writing                                                                                                                                                                      |
| GSE STEM                                                                                      | 4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                        |
| GSE STEM                                                                                      | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                               |
| GSE STEM                                                                                      | 6  | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                  |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Research to Build and Present Knowledge                                                                                                                                                                     |
| GSE STEM                                                                                      | 8  | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| GSE STEM                                                                                      | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Range of Writing                                                                                                                                                                                            |
| GSE STEM                                                                                      | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Comprehension and Collaboration                                                                                                                                                                             |
| GSE STEM                                                                                      | 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.                  |
| GSE STEM                                                                                      | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                  |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Convention of Standard English                                                                                                                                                                              |

|                                                                          |          |                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                 | 1        | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                  |
| GSE STEM                                                                 | 2        | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                      |
| <b>DOMAIN College and Career Readiness Anchor Standards for Language</b> |          |                                                                                                                                                                                                                                                                                         |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                   |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                   |
| GSE STEM                                                                 | 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.                                                                 |
| GSE STEM                                                                 | 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.                            |
| <b>DOMAIN Grade 8 Reading Standards</b>                                  |          |                                                                                                                                                                                                                                                                                         |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                   |          | <b>Grade 8 Reading Standards for Informational Text [RI]</b>                                                                                                                                                                                                                            |
| <b>GSE STEM</b>                                                          |          | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                            |
| SPECIFIC INDICATOR                                                       | 1        | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)                            |
| SPECIFIC INDICATOR                                                       | 2        | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                                                  |
| <b>DOMAIN Grade 8 Writing Standards [W]</b>                              |          |                                                                                                                                                                                                                                                                                         |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                   |          | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                          |
| <b>GSE STEM</b>                                                          | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                            |
| SPECIFIC INDICATOR                                                       | 2.a.     | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR                                                       | 2.b.     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR                                                       | 2.c.     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR                                                       | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |

|                                                    |      |                                                                                                                                                                                                                                 |
|----------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                 | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                              |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Text Types and Purposes                                                                                                                                                                                                         |
| GSE STEM                                           | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                                             |
| SPECIFIC INDICATOR                                 | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                                             |
| SPECIFIC INDICATOR                                 | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.                             |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                          |
| GSE STEM                                           | 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.)        |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                          |
| GSE STEM                                           | 5    | 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.                                                    |
| SPECIFIC INDICATOR                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                       |
| SPECIFIC INDICATOR                                 | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Production and Distribution of Writing                                                                                                                                                                                          |
| GSE STEM                                           | 6    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | Research to Build and Present Knowledge                                                                                                                                                                                         |

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| GSE STEM | 7 | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM | 8 | When conducting research, 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. |
| GSE STEM | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                      |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

#### Grade 8 Speaking and Listening Standards [SL]

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                             |
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| GSE STEM | 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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|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
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| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
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| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 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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| SPECIFIC INDICATOR | 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

#### Grade 8 Language Standards [L]

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                       |
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| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) |
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| SPECIFIC INDICATOR |  | Sentence Structure, Variety, and Meaning |
|--------------------|--|------------------------------------------|

|                                 |      |                                                                                                                                                            |
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| INDICATOR                       | 1.a. | Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. |
| <b>DOMAIN</b>                   |      | <b>Grade 8 Language Standards [L]</b>                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                                                            |
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                         |

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| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
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| <b>DOMAIN</b>                   |   | <b>Grade 8 Language Standards [L]</b>                                                                                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                        |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

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| SPECIFIC INDICATOR | 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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|                    |      |                                                                                                                                                                                                                                   |
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| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
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|                    |      |                                                                                                                                                 |
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| SPECIFIC INDICATOR | 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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| <b>DOMAIN</b>                   |   | <b>Grade 8 Language Standards [L]</b>                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| SPECIFIC INDICATOR | 5.b. | Use the relationship between particular words to better understand each of the words. |
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| <b>DOMAIN</b>                   |   | <b>Grade 8 Language Standards [L]</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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## Language Arts

Grade 8 - Adopted: 2021

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
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### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

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| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
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### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

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| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
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| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
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| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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|                    |      |                                                                                                                               |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
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|                    |      |                                                                                           |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

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| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). |
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|                                                                                                           |      |                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                                                                        | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                   |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Production and Distribution of Writing                                                                                                                                                                                                                                                               |
| GSE STEM                                                                                                  | 4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                 |
| GSE STEM                                                                                                  | 5    | 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.                                                                                                                         |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Range of Writing                                                                                                                                                                                                                                                                                     |
| GSE STEM                                                                                                  | 10   | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                           |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
| GSE STEM                                                                                                  | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR                                                                                        | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                                                                                        | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR                                                                                        | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR                                                                                        | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                  |
| GSE STEM                                                                                                  | 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 vocabulary, eye contact, volume, and pronunciation.                                                                    |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Reading</b>                            |      |                                                                                                                                                                                                                                                                                                      |

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                                                                                             |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                        |
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure                                                                                                                                                                               |
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.       |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Integration of Knowledge and Ideas                                                                                                                                                                |
| GSE STEM                        | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.                                                                |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                           |
| GSE STEM                        | 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.            |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                            |
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>DOMAIN</b>                   |   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Range of Writing                                                                                                                                                                                  |

|                                                                                               |    |                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                                      | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                                                                                      | 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.                                                                   |
| GSE STEM                                                                                      | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                                                                                      | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Knowledge of Language                                                                                                                                                                                                                                        |
| GSE STEM                                                                                      | 3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                              |
| <b>DOMAIN</b> <b>College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                                                                                      | 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.                                      |
| GSE STEM                                                                                      | 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. |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>                                                |    |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE                                                               |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                |
| GSE STEM                                                                                      |    | Key Ideas and Details                                                                                                                                                                                                                                        |

|                                                    |      |                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                 | 1    | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)                                                                     |
| SPECIFIC INDICATOR                                 | 2    | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.                                                                                                                 |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>     |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Grade 8 Reading Standards for Literature [RL]</b>                                                                                                                                                                                                                                                                          |
| GSE STEM                                           |      | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                    |
| SPECIFIC INDICATOR                                 | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>     |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Grade 8 Reading Standards for Literature [RL]</b>                                                                                                                                                                                                                                                                          |
| GSE STEM                                           |      | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                          |
| SPECIFIC INDICATOR                                 | 10   | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                                                                                                                    |
| <b>DOMAIN</b> <b>Grade 8 Reading Standards</b>     |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Grade 8 Reading Standards for Informational Text [RI]</b>                                                                                                                                                                                                                                                                  |
| GSE STEM                                           |      | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                  |
| SPECIFIC INDICATOR                                 | 2    | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                                                                                        |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b> |      |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                    |      | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                |
| GSE STEM                                           | 2    | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                  |
| SPECIFIC INDICATOR                                 | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                       |
| SPECIFIC INDICATOR                                 | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                             |

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                          |
| SPECIFIC INDICATOR | 2.e. | Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).            |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |      |                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                             |
| GSE STEM                        | 3    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                 |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                                                                                          |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                   |
| GSE STEM                        | 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

#### Grade 8 Writing Standards [W]

|                                 |      |                                                                                                                                                                              |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing                                                                                                                                       |
| GSE STEM                        | 5    | 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. |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                    |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).             |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|                                                                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                           | 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.                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                                           | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR                                                 | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR                                                 | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR                                                 | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR                                                 | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b>                |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Conventions of Standard English                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                                           | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                                                             |
| SPECIFIC INDICATOR                                                 | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b>                |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Knowledge of Language                                                                                                                                                                                                                                                                                                                                                          |
| GSE STEM                                                           | 3    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR                                                 | 3.b. | Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.                                                                                                                                                                                            |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b>                |      |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                 |
| GSE STEM                                                           | 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.                                                                                                                                                                                                          |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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.                                                                     |
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR | 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

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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## Rhode Island World-Class Standards

### Language Arts

#### Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |   |                                                                                                                                                                                            |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]                                                                                             |
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                      |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |   |                                                                                                                                      |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]                                       |
| GSE STEM                        |   | Integration of Knowledge and Ideas                                                                                                   |
| SPECIFIC INDICATOR              | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                                 |                                                                      |                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 1                                                                    | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)                                                                                                                        |
| DOMAIN                          | Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] |                                                                                                                                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
| GSE STEM                        | 2                                                                    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a.                                                                 | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR              | 2.b.                                                                 | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 2.c.                                                                 | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.                                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.d.                                                                 | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                   |
| SPECIFIC INDICATOR              | 2.f.                                                                 | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                          |
| DOMAIN                          | Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] |                                                                                                                                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                      | Production and Distribution of Writing                                                                                                                                                                                                                                                                                      |
| GSE STEM                        | 4                                                                    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                        |
| GSE STEM                        | 5                                                                    | 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.                                                                                                                                                |
| GSE STEM                        | 6                                                                    | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                                                                                                                                    |
| DOMAIN                          | Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] |                                                                                                                                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                      | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                     |
| GSE STEM                        | 8                                                                    | When conducting research, 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                          | Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA] |                                                                                                                                                                                                                                                                                                                             |

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

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| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
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|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

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|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|
|---------------------------------|--|------------------------------------|

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|----------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |    | Text Types and Purposes                                                                                                                                                                                                 |
|---------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                  |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| STATEMENT OF ENDURING KNOWLEDGE |    | Production and Distribution of Writing                                                                                                                                                                                  |
| GSE STEM                        | 4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| GSE STEM                        | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| GSE STEM                        | 6  | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                              |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                        |
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE |    | Comprehension and Collaboration                                                                                                                                                                                         |
| GSE STEM                        | 1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE |    | Convention of Standard English                                                                                                                                                                                          |
| GSE STEM                        | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| GSE STEM                        | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| STATEMENT OF ENDURING KNOWLEDGE |    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| GSE STEM                        | 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. |

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
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#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                               |
|---------------------------------|--|-----------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |                                                                                                                                                                                                               |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
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#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                               |
|---------------------------------|--|-----------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |                                                                                                                                                                                            |
|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                                       |
|---------------------------------|--|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

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|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                          |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |      |                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | <b>Text Types and Purposes</b>                                                                                                                                                                      |
| GSE STEM                        | 3    | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                          |
| SPECIFIC INDICATOR              | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR              | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                          |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | <b>Production and Distribution of Writing</b>                                                                                                                                                                            |
| GSE STEM                        | 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** **Grade 8 Writing Standards [W]**

|                                 |      |                                                                                                                                                                                     |
|---------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | <b>Production and Distribution of Writing</b>                                                                                                                                       |
| GSE STEM                        | 5    | <b>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.</b> |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                           |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                    |

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                                 |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | <b>Production and Distribution of Writing</b>                                                                                                                                                                                   |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                                                             |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

**DOMAIN** **Grade 8 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

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| <b>GSE STEM</b>    | <b>3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |
| SPECIFIC INDICATOR | 3.a.     | Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |

|                    |      |                                                                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                              |
|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

|                    |      |                                                                                                                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                 |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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

#### Grade 8 Language Standards [L]

|                                        |  |                                       |
|----------------------------------------|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------------------------------|--|---------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
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### Lesson 24: Unit 9 Formal Critique, pp. 207-218

## Rhode Island World-Class Standards

### Language Arts

#### Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                        |  |                                                                                                       |
|----------------------------------------|--|-------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                                                          |

|                    |   |                                                                                                                                                                                            |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
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#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
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**DOMAIN** **Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards**

|                                 |  |                                                                                                                    |
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| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                          |
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| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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|                    |      |                                                                                                                               |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
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|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| GSE STEM                                                                                                  | 5        | 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.                                                                                                                                          |
| GSE STEM                                                                                                  | 6        | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                                                                                                                              |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                        |
| GSE STEM                                                                                                  | 7        | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                                                                                                  | 8        | When conducting research, 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. |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                               |
| GSE STEM                                                                                                  | 10       | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                            |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                |
| <b>GSE STEM</b>                                                                                           | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                        |
| SPECIFIC INDICATOR                                                                                        | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)                  |
| SPECIFIC INDICATOR                                                                                        | 1.b.     | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| SPECIFIC INDICATOR                                                                                        | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                              |
| SPECIFIC INDICATOR                                                                                        | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                          |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |          |                                                                                                                                                                                                                                                                                                                       |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b>                                                                    |          | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                            |

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| GSE STEM                                                                | 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 vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN College and Career Readiness Anchor Standards for Reading</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                         |   | Key Ideas and Details                                                                                                                                                                                                             |
| GSE STEM                                                                | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.                                 |
| GSE STEM                                                                | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                                        |
| GSE STEM                                                                | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                                                |
| <b>DOMAIN College and Career Readiness Anchor Standards for Reading</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                         |   | Craft and Structure                                                                                                                                                                                                               |
| GSE STEM                                                                | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                                       |
| <b>DOMAIN College and Career Readiness Anchor Standards for Reading</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                         |   | Integration of Knowledge and Ideas                                                                                                                                                                                                |
| GSE STEM                                                                | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.                                                                                                |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                         |   | Text Types and Purposes                                                                                                                                                                                                           |
| GSE STEM                                                                | 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.                                            |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b> |   |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                                         |   | Production and Distribution of Writing                                                                                                                                                                                            |
| GSE STEM                                                                | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                              |
| GSE STEM                                                                | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |

|                                                                                        |    |                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                               | 6  | Use technology to produce and publish writing and to interact and collaborate with others.                                                                                                                  |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Research to Build and Present Knowledge                                                                                                                                                                     |
| GSE STEM                                                                               | 7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                                       |
| GSE STEM                                                                               | 8  | When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| GSE STEM                                                                               | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                           |
| <b>DOMAIN College and Career Readiness Anchor Standards for Writing</b>                |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Range of Writing                                                                                                                                                                                            |
| GSE STEM                                                                               | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.           |
| <b>DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening</b> |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Comprehension and Collaboration                                                                                                                                                                             |
| GSE STEM                                                                               | 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.                  |
| GSE STEM                                                                               | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                  |
| <b>DOMAIN College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Convention of Standard English                                                                                                                                                                              |
| GSE STEM                                                                               | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                      |
| GSE STEM                                                                               | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                          |
| <b>DOMAIN College and Career Readiness Anchor Standards for Language</b>               |    |                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Knowledge of Language                                                                                                                                                                                       |

|          |   |                                                                                                                                                                                                 |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

|                                 |  |                                |
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| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
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| GSE STEM | 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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|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
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#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                               |
|---------------------------------|--|-----------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|

|          |  |                       |
|----------|--|-----------------------|
| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|

|                    |   |                                                                                                                                                                                                                                                           |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
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|                    |   |                                                                                                                                                                                                               |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
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#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                               |
|---------------------------------|--|-----------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
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|          |  |                     |
|----------|--|---------------------|
| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|

|                    |   |                                                                                                                                                                                                                                                                                                                               |
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| SPECIFIC INDICATOR | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
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#### DOMAIN

#### Grade 8 Reading Standards

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|---------------------------------|--|-----------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
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|          |  |                                               |
|----------|--|-----------------------------------------------|
| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|-----------------------------------------------|

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| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
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#### DOMAIN

#### Grade 8 Reading Standards

|                                 |  |                                                       |
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| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|

| GSE STEM           |   | Key Ideas and Details                                                                                                                                                                                                                                        |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |

|                    |   |                                                                                                                                                                                        |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                   |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5    | 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. |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                    |
| SPECIFIC INDICATOR              | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).             |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                                                          |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Conduct short as well as more sustained 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.                                                                 |
| GSE STEM                        | 8 | When conducting research, 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. |
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                      |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                      |
|---------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
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|---------------------------------|--|---------------------------------|

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|--------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>    | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                           |
|----------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>                                                                                    |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| SPECIFIC INDICATOR                     | 2.a.     | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                     |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                   |
|----------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                             |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                      |
| SPECIFIC INDICATOR                     | 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.                                                                     |
| SPECIFIC INDICATOR                     | 4.c.     | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR                     | 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

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GSE STEM</b>                        | <b>6</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b> |

## Rhode Island World-Class Standards

## Language Arts

Grade 8 - Adopted: 2021

## DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
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## DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|

## DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

## DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                               |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                           |      |                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                                                                        | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                            |
| SPECIFIC INDICATOR                                                                                        | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                   |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Production and Distribution of Writing                                                                                                                                                                                                                                                               |
| GSE STEM                                                                                                  | 4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                 |
| GSE STEM                                                                                                  | 5    | 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.                                                                                                                         |
| <b>DOMAIN</b> <b>Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]</b>                 |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Range of Writing                                                                                                                                                                                                                                                                                     |
| GSE STEM                                                                                                  | 10   | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                           |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
| GSE STEM                                                                                                  | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR                                                                                        | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR                                                                                        | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR                                                                                        | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR                                                                                        | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |
| <b>DOMAIN</b> <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |      |                                                                                                                                                                                                                                                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE                                                                           |      | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                  |
| GSE STEM                                                                                                  | 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 vocabulary, eye contact, volume, and pronunciation.                                                                    |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                                                                                             |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                        |
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Craft and Structure                                                                                                                                                                         |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| GSE STEM                        | 6 | Assess how point of view or purpose shapes the content and style of a text.                                                                                                                 |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Integration of Knowledge and Ideas                                                                                                 |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                               |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

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

| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Research to Build and Present Knowledge                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                                                                               | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                                       |
| <b>DOMAIN</b> College and Career Readiness Anchor Standards for Writing                |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Range of Writing                                                                                                                                                                                                        |
| GSE STEM                                                                               | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| <b>DOMAIN</b> College and Career Readiness Anchor Standards for Speaking and Listening |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Comprehension and Collaboration                                                                                                                                                                                         |
| GSE STEM                                                                               | 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.                              |
| GSE STEM                                                                               | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                              |
| <b>DOMAIN</b> College and Career Readiness Anchor Standards for Language               |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Convention of Standard English                                                                                                                                                                                          |
| GSE STEM                                                                               | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| GSE STEM                                                                               | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| <b>DOMAIN</b> College and Career Readiness Anchor Standards for Language               |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Knowledge of Language                                                                                                                                                                                                   |
| GSE STEM                                                                               | 3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                         |
| <b>DOMAIN</b> College and Career Readiness Anchor Standards for Language               |    |                                                                                                                                                                                                                         |
| STATEMENT OF ENDURING KNOWLEDGE                                                        |    | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| GSE STEM                                                                               | 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. |

|                                 |    |                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                                  |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Reading Standards</b>                                                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                                                                                 |
| GSE STEM                        |    | Key Ideas and Details                                                                                                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1  | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)                                                                     |
| SPECIFIC INDICATOR              | 2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.                                                                                                                 |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Reading Standards</b>                                                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                                                                                 |
| GSE STEM                        |    | Craft and Structure                                                                                                                                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Reading Standards</b>                                                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                                                                                 |
| GSE STEM                        |    | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                 |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                                                                                                                    |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Reading Standards</b>                                                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                                                                                         |
| GSE STEM                        |    | Key Ideas and Details                                                                                                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 2  | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                                                                                        |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Writing Standards [W]</b>                                                                                                                                                                                                                                                                                          |
| STATEMENT OF ENDURING KNOWLEDGE |    | Text Types and Purposes                                                                                                                                                                                                                                                                                                       |

|                    |          |                                                                                                                                                                                                                                                                                         |
|--------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>    | <b>2</b> | <b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                            |
| SPECIFIC INDICATOR | 2.a.     | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b.     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.c.     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.d.     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR | 2.f.     | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                        |          |                                                                                                                                                                                                     |
|----------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>                                                                                                                                                                      |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.</b>                                          |
| SPECIFIC INDICATOR                     | 3.b.     | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR                     | 3.d.     | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                        |   |                                                                                                                                                                                                                          |
|----------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>                                                                                                                                                                            |
| GSE STEM                               | 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

#### Grade 8 Writing Standards [W]

|                                        |          |                                                                                                                                                                                     |
|----------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>                                                                                                                                       |
| <b>GSE STEM</b>                        | <b>5</b> | <b>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.</b> |
| SPECIFIC INDICATOR                     | 5.a.     | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                           |

|                                 |                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 5.b.                                                 | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                                                                               |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                                                        |
| GSE STEM                        | 9                                                    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Range of Writing                                                                                                                                                                                                                                                                                                                                                               |
| GSE STEM                        | 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.                                                                                                                                                          |
| <b>DOMAIN</b>                   | <b>Grade 8 Speaking and Listening Standards [SL]</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 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.                                                                                                                                                    |
| SPECIFIC INDICATOR              | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b.                                                 | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 1.c.                                                 | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR              | 1.d.                                                 | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b>                |                                                                                                                                                                                                                                                                                                                                                                                |
| STATEMENT OF ENDURING KNOWLEDGE |                                                      | Conventions of Standard English                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                        | 2                                                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                                                             |
| SPECIFIC INDICATOR              | 2.a.                                                 | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                                                                                                                                                                          |
| <b>DOMAIN</b>                   | <b>Grade 8 Language Standards [L]</b>                |                                                                                                                                                                                                                                                                                                                                                                                |

|                                        |          |                                                                                                                                                                                                                                   |
|----------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                             |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                      |
| SPECIFIC INDICATOR                     | 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.                                                                     |
| SPECIFIC INDICATOR                     | 4.c.     | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR                     | 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

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GSE STEM</b>                        | <b>6</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b> |

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

## Rhode Island World-Class Standards

### Language Arts

#### Grade 8 - Adopted: 2021

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                        |   |                                                                                                                                                                                            |
|----------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>                                                                                      |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>                                                                                                                                                               |
| SPECIFIC INDICATOR                     | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| SPECIFIC INDICATOR                     | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.                          |

#### DOMAIN

#### Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                        |   |                                                                                                                                                                                                      |
|----------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>                                                                            |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>                                                                                                                                                                         |
| SPECIFIC INDICATOR                     | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |

|                    |   |                                                                                                                                          |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                               |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | 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. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR              | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR              | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details                                                                                                                                                                             |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
| GSE STEM                        | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                        |
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                |

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|                                        |                                                                                 |                                                                                                                                                                                                   |
|----------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                               | 4                                                                               | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.       |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| GSE STEM                               | 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.            |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| GSE STEM                               | 4                                                                               | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| GSE STEM                               | 5                                                                               | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Writing</b>                |                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Range of Writing</b>                                                                                                                                                                           |
| GSE STEM                               | 10                                                                              | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| GSE STEM                               | 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.        |
| GSE STEM                               | 2                                                                               | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                        |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                                                 | <b>Convention of Standard English</b>                                                                                                                                                             |
| GSE STEM                               | 1                                                                               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                            |
| GSE STEM                               | 2                                                                               | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                |
| <b>DOMAIN</b>                          | <b>College and Career Readiness Anchor Standards for Language</b>               |                                                                                                                                                                                                   |

| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                 |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |                                                                                                                                                                                                                                                           |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                                                               |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|
|----------|--|---------------------|

|                    |   |                                                                                                                                                                                                                                                                                                                               |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|-----------------------------------------------|
|----------|--|-----------------------------------------------|

|                    |    |                                                                                                                                                                                            |
|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                       |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                       |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                               |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                      |

#### DOMAIN

#### Grade 8 Writing Standards [W]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                 |
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                              |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
| GSE STEM                        | 5 | 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. |

|                    |      |                                                                                                                           |
|--------------------|------|---------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
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|                    |      |                                                                                                                                                                  |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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** **Grade 8 Writing Standards [W]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Speaking and Listening Standards [SL]**

|                                 |   |                                                                                                                                                                                                                             |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                             |
| GSE STEM                        | 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. |

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                     |      |                                                                                                                                                                                                                                   |
|-----------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                  | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                          |
| SPECIFIC INDICATOR                                  | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                      |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Conventions of Standard English                                                                                                                                                                                                   |
| GSE STEM                                            | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                |
| SPECIFIC INDICATOR                                  | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                             |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                                            | 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.                                                             |
| SPECIFIC INDICATOR                                  | 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.                                                                     |
| SPECIFIC INDICATOR                                  | 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).                                                                                                 |
| SPECIFIC INDICATOR                                  | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR                                  | 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).                                                                                   |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                                            | 5    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                                               |
| SPECIFIC INDICATOR                                  | 5.b. | Use the relationship between particular words to better understand each of the words.                                                                                                                                             |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

## Rhode Island World-Class Standards

### Language Arts

#### Grade 8 - Adopted: 2021

#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                                            |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
| GSE STEM                        |  | Integration of Knowledge and Ideas                                                             |

|                    |   |                                                                                                                                      |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

|                                 |  |                                                                                                                    |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                                                                                      |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.     |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                         |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |                                                                                                                                                                                          |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |   |                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
| GSE STEM                        | 8 | When conducting research, 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

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

|                                 |    |                                                                                                                                                                                                            |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                           |
| GSE STEM                        | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |   |                                                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
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#### DOMAIN

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

|                                 |  |                                    |
|---------------------------------|--|------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|

|          |   |                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
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#### DOMAIN

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

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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|          |   |                                                                                                                                      |
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| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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|          |   |                                                                                            |
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| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                                                                             |
|---------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                            |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |    | Comprehension and Collaboration                                                                                                                                                                                                                              |
| GSE STEM                        | 1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                                   |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                            |
| STATEMENT OF ENDURING KNOWLEDGE |    | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                        | 1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                        | 2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b>                   |    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                            |
| STATEMENT OF ENDURING KNOWLEDGE |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                        | 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.                                      |
| GSE STEM                        | 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. |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Reading Standards</b>                                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                |
| GSE STEM                        |    | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                                                   |
| <b>DOMAIN</b>                   |    | <b>Grade 8 Reading Standards</b>                                                                                                                                                                                                                             |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                        |
| GSE STEM                        |    | Key Ideas and Details                                                                                                                                                                                                                                        |

|                    |   |                                                                                                                                                                                                                                                              |
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| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
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| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
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| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
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|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Writing Standards [W]**

|                                 |   |                                                                                                                                                                              |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                       |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

|                    |      |                                                                                                                           |
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| SPECIFIC INDICATOR | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8). |
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|                    |      |                                                                                                                                                                  |
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| SPECIFIC INDICATOR | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). |
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**DOMAIN** **Grade 8 Writing Standards [W]**

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                                 |
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| GSE STEM | 6 | Use technology, including current web-based communication platforms, 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** **Grade 8 Writing Standards [W]**

|                                 |  |                                         |
|---------------------------------|--|-----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
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|          |   |                                                                                                                                                                                                                                                                                                                       |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 8 | When conducting research, 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** **Grade 8 Writing Standards [W]**

|                                 |  |                  |
|---------------------------------|--|------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                                       |
|----------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **Grade 8 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
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|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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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|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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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|                                                     |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                  | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                                                                                                      |
| SPECIFIC INDICATOR                                  | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                                                                                                  |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Conventions of Standard English                                                                                                                                                                                                                                                                                                                                                                                                                               |
| GSE STEM                                            | 2    | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                                                                                                                                                                                                                                                     |
| SPECIFIC INDICATOR                                  | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Knowledge of Language                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GSE STEM                                            | 3    | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                                                                                                                                                                                                                                           |
| SPECIFIC INDICATOR                                  | 3.b. | Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.                                                                                                                                                                                                                                                                           |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                            | 4    | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                                                                                                                                                                                                                                                  |
| SPECIFIC INDICATOR                                  | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.                                                                                                                                                                                                                             |
| SPECIFIC INDICATOR                                  | 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).                                                                                                                                                                                                                                                                                                               |
| <b>DOMAIN</b> <b>Grade 8 Language Standards [L]</b> |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE                     |      | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GSE STEM                                            | 6    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

## Language Arts

Grade 8 - Adopted: 2021

### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] |
|---------------------------------|--|------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                          |

|                    |   |                                                                                                                                                                   |
|--------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
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### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST] |
|---------------------------------|--|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |  | Key Ideas and Details                                                                                              |

|                    |   |                                                                                                                                          |
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| SPECIFIC INDICATOR | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
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### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                       |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

|                    |      |                                                                                                                                                                                                                                                                                                                             |
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| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                               |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. |
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|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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### DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
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|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|          |   |                                                                                                                                                                              |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                            |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                        |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |  | Presentation of Knowledge and Ideas |
|---------------------------------|--|-------------------------------------|
|---------------------------------|--|-------------------------------------|

|          |   |                                                                                                                                                                                                                                   |
|----------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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 vocabulary, eye contact, volume, and pronunciation. |
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#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                   |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Craft and Structure |
|---------------------------------|--|---------------------|
|---------------------------------|--|---------------------|

|          |   |                                                                                                                                                                                             |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
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|----------|---|-------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                   |
|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Convention of Standard English |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                        |
|----------|---|--------------------------------------------------------------------------------------------------------|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|---|--------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                    |
|----------|---|--------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Knowledge of Language |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                                                                                                 |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                         |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |                                                                                                                                                                                                                                                           |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                                                               |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text. |
|--------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|
|----------|--|---------------------|

|                                 |                                      |                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b>                   | <b>Grade 8 Reading Standards</b>     |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |                                      | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                                                                                 |
| GSE STEM                        |                                      | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                 |
| SPECIFIC INDICATOR              | 10                                   | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.                                                                                                                                    |
| <b>DOMAIN</b>                   | <b>Grade 8 Reading Standards</b>     |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |                                      | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                                                                                                                                                         |
| GSE STEM                        |                                      | Key Ideas and Details                                                                                                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR              | 2                                    | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.                                                                                                                                        |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b> |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |                                      | Text Types and Purposes                                                                                                                                                                                                                                                                                                       |
| GSE STEM                        | 2                                    | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                         |
| SPECIFIC INDICATOR              | 2.a.                                 | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.                                       |
| SPECIFIC INDICATOR              | 2.b.                                 | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                             |
| SPECIFIC INDICATOR              | 2.c.                                 | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                             |
| SPECIFIC INDICATOR              | 2.d.                                 | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                     |
| SPECIFIC INDICATOR              | 2.f.                                 | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                            |
| <b>DOMAIN</b>                   | <b>Grade 8 Writing Standards [W]</b> |                                                                                                                                                                                                                                                                                                                               |
| STATEMENT OF ENDURING KNOWLEDGE |                                      | Text Types and Purposes                                                                                                                                                                                                                                                                                                       |
| GSE STEM                        | 3                                    | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.                                                                                                                                                                           |

|                                                                    |      |                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR                                                 | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                                                                                              |
| SPECIFIC INDICATOR                                                 | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.                              |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Production and Distribution of Writing                                                                                                                                                                                           |
| GSE STEM                                                           | 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.)         |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Production and Distribution of Writing                                                                                                                                                                                           |
| GSE STEM                                                           | 5    | 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.                                                     |
| SPECIFIC INDICATOR                                                 | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                        |
| SPECIFIC INDICATOR                                                 | 5.b. | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                 |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Research to Build and Present Knowledge                                                                                                                                                                                          |
| GSE STEM                                                           | 9    | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| <b>DOMAIN</b> <b>Grade 8 Writing Standards [W]</b>                 |      |                                                                                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Range of Writing                                                                                                                                                                                                                 |
| GSE STEM                                                           | 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.            |
| <b>DOMAIN</b> <b>Grade 8 Speaking and Listening Standards [SL]</b> |      |                                                                                                                                                                                                                                  |
| STATEMENT OF ENDURING KNOWLEDGE                                    |      | Comprehension and Collaboration                                                                                                                                                                                                  |
| GSE STEM                                                           | 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.      |

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                                    |
|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                              |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                                                                                                                                                   |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                                                                                                                                                    |
| GSE STEM                        | 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.                                                             |
| SPECIFIC INDICATOR              | 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.                                                                     |
| SPECIFIC INDICATOR              | 4.c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR              | 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

#### Grade 8 Language Standards [L]

|                                 |      |                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |      | Vocabulary Acquisition and Use                                                                      |
| GSE STEM                        | 5    | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| SPECIFIC INDICATOR              | 5.b. | Use the relationship between particular words to better understand each of the words.               |

#### DOMAIN

#### Grade 8 Language Standards [L]

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

## Rhode Island World-Class Standards

### Language Arts

Grade 8 - Adopted: 2021

#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]                                                                    |
|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                             |
| SPECIFIC INDICATOR              | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

#### DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                       |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                    |
| SPECIFIC INDICATOR              | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |

#### DOMAIN Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration                                                                                                                                                                                                                                                                      |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1    | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                              |
| SPECIFIC INDICATOR              | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR              | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR              | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |

|                                 |                                                                                             |                                                                                                                                                                                                                                   |
|---------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR              | 1.d.                                                                                        | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                      |
| <b>DOMAIN</b>                   | <b>Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b> |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                                             | Presentation of Knowledge and Ideas                                                                                                                                                                                               |
| GSE STEM                        | 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 vocabulary, eye contact, volume, and pronunciation. |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Reading</b>                            |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                                             | Key Ideas and Details                                                                                                                                                                                                             |
| GSE STEM                        | 1                                                                                           | Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.                                 |
| GSE STEM                        | 2                                                                                           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                                        |
| GSE STEM                        | 3                                                                                           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                                                |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Reading</b>                            |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                                             | Craft and Structure                                                                                                                                                                                                               |
| GSE STEM                        | 4                                                                                           | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                                       |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Writing</b>                            |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                                             | Production and Distribution of Writing                                                                                                                                                                                            |
| GSE STEM                        | 5                                                                                           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                     |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Writing</b>                            |                                                                                                                                                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                                             | Research to Build and Present Knowledge                                                                                                                                                                                           |
| GSE STEM                        | 9                                                                                           | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.                                                                                                                 |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>             |                                                                                                                                                                                                                                   |

| STATEMENT OF ENDURING KNOWLEDGE |                                                                   | Comprehension and Collaboration                                                                                                                                                                                                                              |
|---------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 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.                                                                   |
| GSE STEM                        | 2                                                                 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                   |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                   | Convention of Standard English                                                                                                                                                                                                                               |
| GSE STEM                        | 1                                                                 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                       |
| GSE STEM                        | 2                                                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                           |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                   | Knowledge of Language                                                                                                                                                                                                                                        |
| GSE STEM                        | 3                                                                 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                              |
| <b>DOMAIN</b>                   | <b>College and Career Readiness Anchor Standards for Language</b> |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                   | Vocabulary Acquisition and Use                                                                                                                                                                                                                               |
| GSE STEM                        | 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.                                      |
| GSE STEM                        | 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. |
| <b>DOMAIN</b>                   | <b>Grade 8 Reading Standards</b>                                  |                                                                                                                                                                                                                                                              |
| STATEMENT OF ENDURING KNOWLEDGE |                                                                   | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                |
| GSE STEM                        |                                                                   | Key Ideas and Details                                                                                                                                                                                                                                        |
| SPECIFIC INDICATOR              | 1                                                                 | Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)    |
| SPECIFIC INDICATOR              | 2                                                                 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text.                                                |

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |   | Grade 8 Reading Standards for Literature [RL]                                                                                                                                                                                                                                                                                 |
|---------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Craft and Structure                                                                                                                                                                                                                                                                                                           |
| SPECIFIC INDICATOR              | 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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 8 Reading Standards for Literature [RL]                                                                                                                                              |
|---------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |    | Range of Reading and Level of Text Complexity                                                                                                                                              |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |   | Grade 8 Reading Standards for Informational Text [RI]                                                                                                                                  |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                  |
| SPECIFIC INDICATOR              | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing                                                                                                                                       |
|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 5    | 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. |
| SPECIFIC INDICATOR              | 5.a. | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                    |

**DOMAIN** **Grade 8 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                          |
|---------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 9 | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |

**DOMAIN** **Grade 8 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|                    |          |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>    | <b>1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| SPECIFIC INDICATOR | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b.     | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |
| SPECIFIC INDICATOR | 1.c.     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                                                       |
| SPECIFIC INDICATOR | 1.d.     | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                                                   |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                           |
|----------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>                                                                                    |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| SPECIFIC INDICATOR                     | 2.a.     | Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                     |

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                   |
|----------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                             |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                      |
| SPECIFIC INDICATOR                     | 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.                                                                     |
| SPECIFIC INDICATOR                     | 4.c.     | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| SPECIFIC INDICATOR                     | 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

#### Grade 8 Language Standards [L]

|                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GSE STEM</b>                        | <b>6</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b> |

## Rhode Island World-Class Standards

## Language Arts

Grade 8 - Adopted: 2021

## DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]                                                                                             |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                      |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) |
| SPECIFIC INDICATOR              | 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.                          |

## DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]                                       |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Integration of Knowledge and Ideas                                                                                                   |
| SPECIFIC INDICATOR              | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |

## DOMAIN Standards for Literacy in the Content Areas – Grades 6–8 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |   | Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        |   | Key Ideas and Details                                                                                                                                                                                |
| SPECIFIC INDICATOR              | 1 | Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) |
| SPECIFIC INDICATOR              | 2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.                                                             |

## DOMAIN Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes                                                                                                                                                                                                                                                                                                     |
|---------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 2    | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                                                                                                                                               |
| SPECIFIC INDICATOR              | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.     |
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                         |
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing                                                                                                                                                   |
|---------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                     |
| GSE STEM                        | 5 | 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.             |
| GSE STEM                        | 6 | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

#### DOMAIN

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                               |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 8 | When conducting research, 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

#### Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing                                                                                                                                                                                           |
|---------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

#### DOMAIN

#### Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration                                                                                                                                                                                                         |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM                        | 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                    |      |                                                                                                                                                                                                                                                                                                      |
|--------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 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. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) |
| SPECIFIC INDICATOR | 1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                               |
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                             |
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                         |

#### DOMAIN

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

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

|                                 |  |                                    |
|---------------------------------|--|------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|

|          |   |                                                                                                                                    |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 7 | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|----------|---|------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

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

|                                 |  |                         |
|---------------------------------|--|-------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|

|          |   |                                                                                                                                                                                        |
|----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

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

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                      |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Use technology to produce and publish writing and to interact and collaborate with others. |
|----------|---|--------------------------------------------------------------------------------------------|

#### DOMAIN

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|-----------------------------------------|
|---------------------------------|--|-----------------------------------------|

|          |   |                                                                                                                   |
|----------|---|-------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|-------------------------------------------------------------------------------------------------------------------|

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

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |                                                                                                                                                                                                   |
|----------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |                                                                                                                                                                                            |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|          |   |                                                                                                                            |
|----------|---|----------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                              |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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. |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Literature [RL] |
|---------------------------------|--|-----------------------------------------------|
|---------------------------------|--|-----------------------------------------------|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|-----------------------------------------------|
|----------|--|-----------------------------------------------|

|                    |    |                                                                                                                                                                                            |
|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. |
|--------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**DOMAIN** **Grade 8 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 8 Reading Standards for Informational Text [RI] |
|---------------------------------|--|-------------------------------------------------------|
|---------------------------------|--|-------------------------------------------------------|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |                                                                                                                                                                                                                                                              |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1 | Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.) |
|--------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |   |                                                                                                                                                                                        |
|--------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2 | Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. |
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#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                                                                                                       |
|---------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                                                                                                               |
| GSE STEM                        | 2 | Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                    |      |                                                                                                                                                                                                                                                                                         |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                   |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                   |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                           |
|--------------------|------|-------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------|------|-------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                    |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------|------|--------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |   |                                                                                                                                                     |
|---------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes                                                                                                                             |
| GSE STEM                        | 3 | Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. |

|                    |      |                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.d. | Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Writing Standards [W]

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|          |   |                                                                                                                                                                                                                          |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 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

#### Grade 8 Writing Standards [W]

|                                 |  |                                        |
|---------------------------------|--|----------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|----------------------------------------|

|                                        |                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GSE STEM</b>                        | <b>5</b>                                             | <b>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.</b>                                                                                                                                                                                            |
| <b>SPECIFIC INDICATOR</b>              | <b>5.a.</b>                                          | Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).                                                                                                                                                                                                                                                      |
| <b>SPECIFIC INDICATOR</b>              | <b>5.b.</b>                                          | Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).                                                                                                                                                                                                               |
| <b>DOMAIN</b>                          | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                                                  |
| <b>GSE STEM</b>                        | <b>6</b>                                             | Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                                                                                                                                |
| <b>DOMAIN</b>                          | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                                                 |
| <b>GSE STEM</b>                        | <b>8</b>                                             | When conducting research, 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.                                                          |
| <b>GSE STEM</b>                        | <b>9</b>                                             | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.                                                                                                                                               |
| <b>DOMAIN</b>                          | <b>Grade 8 Writing Standards [W]</b>                 |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                                                        |
| <b>GSE STEM</b>                        | <b>10</b>                                            | 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.                                                                                                                                                          |
| <b>DOMAIN</b>                          | <b>Grade 8 Speaking and Listening Standards [SL]</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                                      | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                                                         |
| <b>GSE STEM</b>                        | <b>1</b>                                             | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                                                             |
| <b>SPECIFIC INDICATOR</b>              | <b>1.a.</b>                                          | 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. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) |
| <b>SPECIFIC INDICATOR</b>              | <b>1.b.</b>                                          | Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                                         |

|                    |      |                                                                                                                                                          |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                    |      |                                                                                                                                              |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                                                    |
|---------------------------------|---|--------------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English                                                                                    |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |                                                                       |
|--------------------|------|-----------------------------------------------------------------------|
| SPECIFIC INDICATOR | 2.a. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
|--------------------|------|-----------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |   |                                                                                              |
|---------------------------------|---|----------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |   | Knowledge of Language                                                                        |
| GSE STEM                        | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                    |      |                                                                                                                                                                                     |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC INDICATOR | 3.b. | Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. |
|--------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### DOMAIN

#### Grade 8 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GSE STEM | 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|