

**Standards Scope and Sequence, Grade 8**

**Quarter: 1**

Unit 1	Unit 2
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>            8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.            8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <b>Craft and Structure</b>            8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  <b>Range of Reading and Level of Text Complexity</b>            8.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>            8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.            8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  <b>Craft and Structure</b>            8.RI.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  <b>Range of Reading and Level of Text Complexity</b>            8.RI.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
<p><b>Writing: Information/Expository</b>  <b>Text Types and Purposes</b>            8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>Production and Distribution of Writing</b>            8.W.4: Students will be able to 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.)            8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b>Research to Build and Present Knowledge</b>            8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and</p>	<p><b>Writing: Information/Expository</b>  <b>Text Types and Purposes</b>            8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>Production and Distribution of Writing</b>            8.W.4: Students will be able to 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.)            8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.            8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to /interact and collaborate with others.  <b>Research to Build and Present Knowledge</b></p>

<p>conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p>8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>8.SL.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p>8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>8.SL.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p><b>Language</b>  <b>Conventions of Standard English</b>        8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.        8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Knowledge of Language</b>        8.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>Vocabulary Acquisition and Use</b>        8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.        8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language</b>  <b>Conventions of Standard English</b>        8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.        8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Knowledge of Language</b>        8.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>Vocabulary Acquisition and Use</b>        8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.        8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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**Quarter: 2**

<b>Unit 3</b>	<b>Unit 4</b>
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>        8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.        8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <b>Craft and Structure</b>        8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  <b>Range of Reading and Level of Text Complexity</b>        8.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>        8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.        8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text  <b>Craft and Structure</b>        8.RI.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  <b>Integration of Knowledge and Ideas</b>        8.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  <b>Range of Reading and Level of Text Complexity</b>        8.RI.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>

<p><b>Writing: Argumentative Text Types and Purposes</b> 8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Production and Distribution of Writing</b> 8.W.4: Students will be able to 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.) 8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>Research to Build and Present Knowledge</b> 8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b> 8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Writing: Argumentative Text Types and Purposes</b> 8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Production and Distribution of Writing</b> 8.W.4: Students will be able to 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.) 8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to /interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b> 8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b> 8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. 8.SL.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence</p>	<p><b>Speaking &amp; Listening Comprehension and Collaboration</b> 8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. 8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g.,</p>

<p>and identifying when irrelevant evidence is introduced.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>social, commercial, political) behind its presentation.</p> <p>8.SL.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p>8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

**Quarter: 3**

<b>Unit 5</b>	<b>Unit 6</b>
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <p>8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Craft and Structure</b></p> <p>8.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>Reading: Informational</b></p> <p><b>Key Ideas and Details</b></p> <p>8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text</p> <p>8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>Craft and Structure</b></p> <p>8.RI.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</p>

<p><b>Range of Reading and Level of Text Complexity</b>        8.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p>other texts.  <b>Range of Reading and Level of Text Complexity</b>        8.RI.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
<p><b>Writing: Narrative Text Types and Purposes</b>        8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <b>Production and Distribution of Writing</b>        8.W.4: Students will be able to 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.)        8:W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b>Range of Writing</b>        8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Writing: Narrative Text Types and Purposes</b>        8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  <b>Production and Distribution of Writing</b>        8.W.4: Students will be able to 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.)        8:W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.        8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to /interact and collaborate with others.  <b>Range of Writing</b>        8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>        8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.  <b>Presentation of Knowledge and Ideas</b>        8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.        8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Speaking &amp; Listening Comprehension and Collaboration</b>        8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.  <b>Presentation of Knowledge and Ideas</b>        8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.        8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p><b>Language</b>  <b>Conventions of Standard English</b>        8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.        8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Vocabulary Acquisition and Use</b>        8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.        8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language</b>  <b>Conventions of Standard English</b>        8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.        8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Vocabulary Acquisition and Use</b>        8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.        8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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**Quarter: 4**

<b>Unit 7</b>	<b>Unit 8</b>
<p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>        8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Craft and Structure</b>        8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  <b>Integration of Knowledge and Ideas</b>        8.RL.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.        8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  <b>Range of Reading and Level of Text Complexity</b>        8.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>        8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Craft and Structure</b>        8.RI.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  <b>Integration of Knowledge and Ideas</b>        8.RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.        8.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.        8.RI.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  <b>Range of Reading and Level of Text Complexity</b>        8.RI.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>
<p><b>Writing: Argumentative</b>  <b>Text Types and Purposes</b></p>	<p><b>Writing: Argumentative</b>  <b>Text Types and Purposes</b></p>

<p>8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Production and Distribution of Writing</b></p> <p>8.W.4: Students will be able to 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.)</p> <p>8:W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Production and Distribution of Writing</b></p> <p>8.W.4: Students will be able to 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.)</p> <p>8:W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to /interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p>8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>8.SL.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>Presentation of Knowledge and Ideas</b></p>	<p><b>Speaking &amp; Listening Comprehension and Collaboration</b></p> <p>8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>8.SL.3: Delineate a speaker's argument and specific claims, evaluating the</p>



<p>8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  <b>Presentation of Knowledge and Ideas</b>  8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p><b>Language</b>  <b>Conventions of Standard English</b>  8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Vocabulary Acquisition and Use</b>  8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language</b>  <b>Conventions of Standard English</b>  8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>Vocabulary Acquisition and Use</b>  8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.  8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>