

**Main Criteria:** National Theatre for Children  
**Secondary Criteria:** Iowa Core, Common Core State Standards  
**Subject:** Language Arts  
**Grades:** 6, 7, 8

## National Theatre for Children

The importance of forming a savings habit

### Common Core State Standards

#### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.6.2</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.6</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.6.7</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.W.6</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.W.6.2a</b>	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>EXPECTATION</b>	<b>CCSS.EL</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or

	A-Literacy. W.6.2b	other information and examples.
EXPECTATION	CCSS.EL A-Literacy. W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.EL A-Literacy. W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.EL A-Literacy. W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A-Literacy. W.6.4	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.)
STANDARD	CCSS.EL A-Literacy. W.6.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.6	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.EL A-Literacy. W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.6	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

	Literacy.S L.6.1c	
STRAND / DOMAIN	CCSS.EL A- Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	CCSS.EL A- Literacy.L .6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	CCSS.EL A- Literacy.L .6.2b	Spell correctly.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .6.4 a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	CCSS.EL A- Literacy.L .6.4 d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .6	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .6.6	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.

Common Core State Standards  
Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-	Reading Standards for Informational Text
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	Literacy.R I.7	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
STANDARD	CCSS.EL A- Literacy.R I.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.7	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.7	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.EL A- Literacy. W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.EL A- Literacy. W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.EL A- Literacy. W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.EL A- Literacy. W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.7	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.7.4	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.)
STANDARD	CCSS.EL A- Literacy.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for

	W.7.5	conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
STRAND / DOMAIN	CCSS.EL A-Literacy. W.7	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A-Literacy. W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD	CCSS.EL A-Literacy. W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.7	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.EL A-Literacy. W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.7	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .7	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	CCSS.EL A-Literacy.L .7.2b	Spell correctly.
STRAND / DOMAIN	CCSS.EL A-Literacy.L	Language Standards

	.7	
<b>CATEGORY / CLUSTER</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.L.7.3	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L.7	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.L.7.4a	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.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.L.7.4d	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>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L.7	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.L.7.6	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.

### Common Core State Standards

#### Language Arts

Grade 8 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R.1.8	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.R.1.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	CCSS.EL A-Literacy.R.1.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R.1.8	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.R.1.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy. W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy. W.8.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy. W.8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy. W.8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy. W.8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy. W.8.2f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy. W.8.4</b>	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>STANDARD</b>	<b>CCSS.EL A-Literacy. W.8.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy. W.8.7</b>	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.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy. W.8.8</b>	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>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy. W.8</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Writing</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy. W.8.10</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>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.8</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.8.1</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>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1a</b>	<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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1b</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1c</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.8.1d</b>	<b>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .8.1d</b>	<b>Recognize and correct inappropriate shifts in verb voice and mood.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .8.2c</b>	<b>Spell correctly.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .8.4</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>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .8.4a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL</b>	<b>Verify the preliminary determination of the meaning of a word or phrase (e.g., by</b>



	A-Literacy.L.8.4d	checking the inferred meaning in context or in a dictionary).
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L.8</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L.8.6</b>	<b>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.</b>

Iowa Core  
Language Arts  
Grade 6 - Adopted: 2012

<b>STRAND / COURSE</b>	<b>IA.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.6.IA.1.</b>	<b>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1.) (DOK 1,2,3)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.2.</b>	<b>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI.6.2.) (DOK 2,3)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.3.</b>	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RI.6.3.) (DOK 2,3,4)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.IA.1.</b>	<b>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4.) (DOK 1,2,3)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.5.</b>	<b>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5.) (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.RI.6.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.6.7.</b>	<b>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7.) (DOK 3,4)</b>
<b>STRAND / COURSE</b>	<b>IA.W.6.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

GRADE LEVEL EXPECTATION	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2.) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.6.4.	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.) (W.6.4.) (DOK 3,4)
DETAILED DESCRIPTOR	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (W.6.5.) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7.) (DOK 3,4)
STRAND / COURSE	IA.W.6.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.6.10.	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. (W.6.10.) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.6.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1.) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1.) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1.) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (L.6.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional

		language. (L.6.1.) (DOK 1)
<b>STRAND / COURSE</b>	<b>IA.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.2.b.</b>	<b>Spell correctly. (L.6.2.) (DOK 1)</b>
<b>STRAND / COURSE</b>	<b>IA.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.4.a.</b>	<b>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. (L.6.4.) (DOK 1,2)</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.4.d.</b>	<b>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). (L.6.4.) (DOK 1,2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.6.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.6.6.</b>	<b>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. (L.6.6.) (DOK 1,2)</b>

Iowa Core  
Language Arts  
Grade 7 - Adopted: 2012

<b>STRAND / COURSE</b>	<b>IA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.7.IA.1</b>	<b>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1.) (DOK 1,2,3)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.2.</b>	<b>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2.) (DOK 2,3,4)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.3.</b>	<b>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3.) (DOK 2,3)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.IA.1.</b>	<b>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.RI.7.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.7.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific</b>

		word choice on meaning and tone. (RI.7.4.) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.2.a.</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.7.2.) (DOK 3,4)
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.2.b.</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.7.2.) (DOK 3,4)
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.2.c.</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (W.7.2.) (DOK 3,4)
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.2.d.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.7.2.) (DOK 3,4)
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.2.f.</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2.) (DOK 3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.4.</b>	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.) (W.7.4.) (DOK 3,4)
<b>DETAILED DESCRIPTOR</b>	<b>W.7.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (W.7.5.) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.7.</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7.) (DOK 2,3,4)
<b>DETAILED DESCRIPTOR</b>	<b>W.7.8.</b>	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. (W.7.8.) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.W.7.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.7.10.</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. (W.7.10.) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.7.1.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. (SL.7.1.) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.7.1.) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (SL.7.1.) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1.) (DOK 1,2,3)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.7.2.b.	Spell correctly. (L.7.2.) (DOK 1)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3.) (DOK 1,2,3)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.7.4.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. (L.7.4.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.7.4.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). (L.7.4.) (DOK 1,2)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.6.	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. (L.7.6.) (DOK 1,2)

Iowa Core  
Language Arts  
Grade 8 - Adopted: 2012

STRAND / COURSE	IA.RL.8.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.8.IA.1	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)
STRAND / COURSE	IA.RI.8.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1.) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2.) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.8.IA.1.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (DOK 2,3)
STRAND / COURSE	IA.RI.8.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4.) (DOK 1,2,3)
STRAND / COURSE	IA.W.8.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE LEVEL EXPECTATION	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.8.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (W.8.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (W.8.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.8.2.) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2.) (DOK 3,4)
STRAND / COURSE	IA.W.8.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4.) (DOK 3,4)
DETAILED DESCRIPTOR	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5.) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.8.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7.) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8.) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.8.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-



		specific tasks, purposes, and audiences. (W.8.10.) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>IA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.1.</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>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.a.</b>	<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. (SL.8.1.) (DOK 1,2,3)</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.b.</b>	<b>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.8.1.) (DOK 1,2,3)</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.c.</b>	<b>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (SL.8.1.) (DOK 1,2,3)</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.d.</b>	<b>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1.) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.8.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.d.</b>	<b>Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1.) (DOK 1,2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.8.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.2.c.</b>	<b>Spell correctly. (L.8.2.) (DOK 1)</b>
<b>STRAND / COURSE</b>	<b>IA.L.8.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.4.</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>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.a.</b>	<b>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. (L.8.4.) (DOK 1,2)</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.d.</b>	<b>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). (L.8.4.) (DOK 1,2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.8.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.6.</b>	<b>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.) (L.8.6.) (DOK 1,2)</b>