

| RL.8 Reading Literature Text | |
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| <ul style="list-style-type: none"> ❑ Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1.) ❑ 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. (RL.8.2.) ❑ 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. (RL.8.3.) ❑ 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. (RL.8.4.) ❑ 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. (RL.8.5.) ❑ Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. (RL.8.6.) ❑ Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. (RL.8.7.) ❑ Analyze and reflect on 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. (RL.8.9.) ❑ By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above. (RL.8.10.) | |
| <p><u>Essential Questions</u> How does understanding a text’s structure better help me understand its meaning?</p> | <p><u>Enduring Understandings</u> The understanding of a text’s features, structures, and characteristics facilitates the reader’s ability to make meaning of the text.</p> |
| <p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Have students create accompanying visuals for all informational texts they author; Examine newspaper/magazine articles and websites for structural organization; Chart in a notebook or on display in room.</p> | <p><u>Suggested Assessments</u> Use a project-based activity that demands the use of textual and graphic features; Include use of graphic features in project/writing rubrics.</p> |

| RI.8 Reading Informational Text | |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1.) <input type="checkbox"/> 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.) <input type="checkbox"/> Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (RI.8.3.) <input type="checkbox"/> 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.) <input type="checkbox"/> Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. (RI.8.5.) <input type="checkbox"/> 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. (RI.8.6.) <input type="checkbox"/> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI.8.7.) <input type="checkbox"/> 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. (RI.8.8.) <input type="checkbox"/> Analyze and reflect on two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9.) <input type="checkbox"/> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above. (RI.8.10.) | |
| <p><u>Essential Questions</u> How does fluency affect comprehension? What do readers do when they do not understand everything in text? How do readers construct meaning from text?</p> | <p><u>Enduring Understandings</u> Fluent readers group words quickly to help them gain meaning from text; Good readers use strategies to help them understand text and monitor comprehension; Strategic readers connect, infer, question, visualize, determine importance, and synthesize.</p> |
| <p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Use teacher read alouds, partner readings, and literature circles to analyze fiction and literary elements; Keep journals during independent reading, focusing on use of strategies and higher-order thinking skills; Entries must provide textual support; Use think-alouds to model how to read nonfiction critically and conduct nonfiction workshops.</p> | <p><u>Suggested Assessments</u> Assess through class discussion, journal writing, essays, presentations, and observation of literature circles; Assess analysis through writing and project-based tasks, such as characters writing letters to the editor, creating comic strips, or holding mock trials; Go to www.readwritethink.org for units that integrate literacy strands.</p> |

Anchor Standards for Reading

| KEY IDEAS AND DETAILS | |
|---|---|
| NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| NJSLSA.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CRAFT AND STRUCTURE | |
| NJSLSA.R4 | 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. |
| NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | |
| NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| NJSLSA.R9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently. |

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| W.8 Writing | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Write arguments to support claims with clear reasons and relevant evidence. (W.8.1.) <input type="checkbox"/> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2.) <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3.) <input type="checkbox"/> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (W.8.4.) <input type="checkbox"/> 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. (W.8.5.) <input type="checkbox"/> 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. (W.8.6.) <input type="checkbox"/> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7.) <input type="checkbox"/> 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.) <input type="checkbox"/> Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9.) <input type="checkbox"/> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W.8.10.) | |
| <p><u>Essential Questions</u> How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing? How do rules of language affect communication?</p> | <p><u>Enduring Understandings</u> Good writers develop and refine their ideas for the purpose of thinking, learning, communicating, and expressing themselves aesthetically; Good writers develop a variety of strategies and select a form that enables them to write for different purposes, audiences, and contexts; Rules, or conventions of language, help readers understand what is being communicated.</p> |
| <p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Use authentic text to study audience and purpose for writing; Use exemplar essays to explicitly model traits of various genres; Incorporate writing into the development of an understanding of social studies/science issues, such as foreign affairs or the environment; Use guided writing groups to focus on specific weaknesses of students; Use authentic literature to model use of sensory details, literary devices.</p> | <p><u>Suggested Assessments</u> Assess open-ended responses and essays on science/social studies tests; Use a rubric that evaluates writing traits and use results to provide feedback to students; Assess speculative prompt writing throughout the year.</p> |

Anchor Standards for Writing

| TEXT TYPES AND PURPOSES | |
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| NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence |
| NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| PRODUCTION AND DISTRIBUTION OF WRITING | |
| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE | |
| NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| RANGE OF WRITING | |
| NJSLSA.W10 | 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. |

| SL.8 Speaking & Listening | |
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| <ul style="list-style-type: none"> ❑ Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.8.1.) ❑ Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (SL.8.2.) ❑ 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. (SL.8.3.) ❑ 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. (SL.8.4.) ❑ Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5.) ❑ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.8.6.) | |
| <p><u>Essential Questions</u> How can discussion increase our knowledge and understanding? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message? How does a listener understand a message?</p> | <p><u>Enduring Understandings</u> Discussion builds connections to others and creates learning opportunities; Questioning and contributing help speakers explore issues and clarify thinking; A speaker uses the right elements and format to fit the audience and the purpose; Listeners receive, construct meaning from, and respond to spoken and nonverbal messages.</p> |
| <p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Use literature circles to encourage small-group discussion; Provide opportunities for speaking: panels, debates, mock trials, role-playing; Students design, build, test inventions, and use persuasive speaking to "pitch" their inventions; Provide graphic organizers so students can take notes, formulate questions, and analyze information given during an oral presentation; Analyze/evaluate speeches recorded in media, such as political debates or talk-show panels; Have student integrate interviewing, reading, and writing skills to explore their parents' middle school experiences, create imaginary diary entries, and develop dramatic skits; Have student integrate listening, viewing, reading, and writing skills to explore four decades of history through "The History Behind Song Lyrics" at www.readwritethink.org.</p> | <p><u>Suggested Assessments</u> Use an oral presentation rubric and conference with students individually; Videotape a presentation for assessment and feedback purposes; Use a checklist while observing a literature circle being conducted. Assess written responses to or analyses of oral presentations; Assess interview questions and use a rubric for students to use to critique skits; Use an observation checklist to assess student participation in team activities; Use a rubric to assess projects; Assess self-reflections.</p> |

Anchor Standards for Speaking and Listening

| COMPREHENSION AND COLLABORATION | |
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| NJSLSA.W1 | 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. |
| NJSLSA.W2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| NJSLSA.W3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| PRESENTATION OF KNOWLEDGE AND IDEAS | |
| NJSLSA.W4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| NJSLSA.W5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| NJSLSA.W6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

| L.8 Language | |
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| <ul style="list-style-type: none"> ❑ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1.) ❑ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2.) ❑ Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.8.3.) ❑ 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. (L.8.4.) ❑ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.8.5.) ❑ 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.) | |
| <p><u>Essential Questions</u> How do rules of language affect communication?</p> | <p><u>Enduring Understandings</u> Rules, or conventions of language, help readers understand what the author is communicating.</p> |
| <p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Create a simple checklist that students will use to edit their work (four or five appropriate skills). Keep checklists and reference tools in a writing center; Students edit sample essays and stories. Work in groups or pairs at first. Use interactive mini lessons to directly instruct students about standard English conventions; Use daily focused editing practice as a warm-up activity.</p> | <p><u>Suggested Assessments</u> Include “Use of Conventions” as an element of every scoring rubric; Keep track of which students have mastered certain skills on the clipboard/chart kept for writing workshop; Assess daily warm-ups.</p> |

Anchor Standards for Language

| CONVENTIONS OF STANDARD ENGLISH | |
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| NJSLSA.W1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| NJSLSA.W2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| KNOWLEDGE OF LANGUAGE | |
| NJSLSA.W3 | 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. |
| VOCABULARY ACQUISITION AND USE | |
| NJSLSA.W4 | 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. |
| NJSLSA.W5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| NJSLSA.W6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

History, Social Studies, Science, and Technical Subjects (Grades 6-8)

Anchor Standards for Reading

| KEY IDEAS AND DETAILS | |
|---|--|
| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLSA.R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| NJSLSA.R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CRAFT AND STRUCTURE | |
| NJSLSA.R4. | 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. |
| NJSLSA.R5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| NJSLSA.R6. | Assess how point of view or purpose shapes the content and style of a text. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | |
| NJSLSA.R7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| NJSLSA.R9. | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| NJSLSA.R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |

Reading, History and Social Studies Progress Indicators

| KEY IDEAS AND DETAILS | |
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| RH.6-8.1. | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2. | 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. |
| RH.6-8.3. | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| CRAFT AND STRUCTURE | |
| RH.6-8.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| RH.6-8.5. | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| RH.6-8.6. | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| INTEGRATION OF KNOWLEDGE AND IDEAS | |
| RH.6-8.7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| RH.6-8.8. | Distinguish among fact, opinion, and reasoned judgment in a text. |
| RH.6-8.9. | Analyze the relationship between a primary and secondary source on the same topic. |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY | |
| RH.6-8.10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |

Reading, Science and Technical Subjects Progress Indicators

| KEY IDEAS AND DETAILS | |
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| RST.6-8.1. | Cite specific textual evidence to support analysis of science and technical texts. |
| RST.6-8.2. | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| RST.6-8.3. | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| CRAFT AND STRUCTURE | |
| RST.6-8.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> . |
| RST.6-8.5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| RST.6-8.6. | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | |
| RST.6-8.7. | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| RST.6-8.8. | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |
| RST.6-8.9. | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. |
| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY | |
| RST.6-8.10. | By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. |

Anchor Standards for Writing

| TEXT TYPES AND PURPOSES | |
|--|---|
| NJSLSA.W1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| NJSLSA.W2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| NJSLSA.W3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| PRODUCTION AND DISTRIBUTION OF WRITING | |
| NJSLSA.W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| NJSLSA.W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| NJSLSA.W6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE | |
| NJSLSA.W7. | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| NJSLSA.W9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| RANGE OF WRITING | |
| NJSLSA.W10. | 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. |

Writing History, Science and Technical Subjects Progress Indicators

| TEXT TYPES AND PURPOSES | |
|--|---|
| WHST.6-8.1. | Write arguments focused on <i>discipline-specific content</i> . |
| WHST.6-8.2. | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| PRODUCTION AND DISTRIBUTION OF WRITING | |
| WHST.6-8.4. | Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. |
| WHST.6-8.5. | 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. |
| WHST.6-8.6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| RESEARCH TO BUILD AND PRESENT KNOWLEDGE | |
| WHST.6-8.7. | 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. |
| WHST.6-8.8. | 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. |
| RANGE OF WRITING | |
| WHST.6-8.10. | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |