We the People Correlation with the New England Common Assessment Program (NECAP) Grade Level
Expectations (GLE's) /Grade Span Expectations (GSE's)

The following GLE's are addressed in each of the unit lessons.
Reading GLE's
R-8-2 Students identify the meaning of unfamiliar vocabulary by…
   • **R—8—2.1** Using strategies to unlock meaning (e.g., knowledge of word structure, including
prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (Local)

R-8-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…
   • **R—8—3.1** Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, or word origins, including words from other languages that have been adopted into our language (Local)EXAMPLE (word origin from other language): de'ja' vu
   • **R—8—3.2** Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (Local)

R-8-12 Reading Strategies: Strategies for monitoring and Adjusting
   • **R—8—12.1** Using a range of self-monitoring and self correction approaches (e.g., predicting and confirming, rereading, adjusting
      rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning,
      or other context cues, etc.) (Local)

R- 8-13 Reading Comprehension Strategies   EXAMPLES of reading comprehension strategies might include: using prior knowledge;   sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/ sequential) (See also Appendix D)

R-8-14 Breadth of Reading: Reading Widely and Extensively
   • **R—8—14.1** Reading with frequency, including in school, out-of-school, and summer reading (Local)
   • **R—8—14.2** Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g.,
      literary, informational, and practical/functional texts) (Local) (See Appendix A)
   • **R—8—14.3** Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)

R-8-17 Demonstrates participation in a literate community (only to grade 8)
   ● **R—8—17.1** Self-selecting reading materials aligned with reading ability and personal interests (Local)
   ● **R—8—17.2** Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence,
      recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and
      others (Local)
Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time and frequency of reading.

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R—8—15 Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...
- **R—8—15.1** Identifying and evaluating potential sources of information (local)
- **R—8—15.2** Evaluating information presented, in terms of completeness and relevance (local)
- **R—8—15.3** Gathering, organizing, analyzing, and interpreting the information (local)
- **R—8—15.4** Using evidence to support conclusions (local)

Writing GLE's

W–8–1 Students demonstrate command of the structures of sentences, paragraphs, and text by...
- **W–8–1.1** Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)
- **W–8–1.2** Using the paragraph form: indenting, main idea, supporting details (Local)
- **W–8–1.3** Recognizing organizational structures within paragraphs or within texts (Local)

EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
- **W—8—1.4** Applying a format and text structure appropriate to the purpose of the writing (Local)

W–8–9
In independent writing, students demonstrate command of appropriate English conventions by...
- **W–8–9.1** Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
- **W–8–9.2** Applying capitalization rules (Local)
- **W–8–9.4** Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: hyphens, dashes, parentheses
- **W–8–9.5** Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation

Oral Communication GLE's

Oral Communicates Strategies: Interactive Listening
OC-8-1
In oral communication, students demonstrate interactive listening by...
- **OC—8—1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)
- **OC—8—1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local)
- **OC—8—1.4** Participating in large and small group discussions showing respect for a range of individual ideas(Local)
- **OC—8—1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

We the People Correlation with the New England Common Assessment Program (NECAP) Grade Level
Expectations (GLE's) /Grade Span Expectations (GSE's)

We The People Grade 8	NECAP/Rhode Island Reading Grade Level Expectation(GLEs)	NECAP/Rhode Island Written And Oral Communication Grade Level Expectations (GLE's)
Unit One: What is Government?		

Lesson 1
Why do we need a government?
	R–8–7: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	   R—8—7.6 Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, or citations) (local)
		*W-8-6***In informational writing, students organize ideas/concepts by …**
		   W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		   W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		*W-8-7***In informational writing, students effectively convey purpose by…**
		   W–8–7.1 Establishing a topic (Local)
		   W–8–7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
		   W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		   W–8–7.4 Establishing an authoritative voice (Local)
		
		W–8–8 In **informational writing, students demonstrate use of a range of elaboration strategies by …**
		   W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		   W–8–8.3 Including sufficient details or facts for appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images (Local)
		   W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
		   W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

Lesson 2
What Is Republican Government?
	R–8–7: Demonstrate initial understanding of informational texts (expository and practical texts)
	by…
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
		W-8-6In informational writing, students organize ideas/concepts by …
		    W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		    W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		W-8-7 In informational writing, students effectively convey purpose by…
		    W–8–7.1 Establishing a topic (Local)
		    W–8–7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
		    W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		    W–8–7.4 Establishing an authoritative voice (Local)
		
		W–8–8 In informational writing, students demonstrate use of a range of elaboration strategies by …
		    W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		    W–8–8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)
		    W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
		    W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

Lesson 3
What Is Constitutional Government?
	R–8–7: Demonstrate initial understanding of informational texts (expository and practical texts)
	by…
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		    W–8–2.1 Selecting and summarizing key ideas to set context
		    W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other

	devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
		texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W–8–3 **In response to literary or informational text, students make and support analytical judgments about text by…**
		   W–8–3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
		● **W–8–3.2** Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres
		   W–8–3.3 Using specific details and references to text or relevant citations to support focus or judgment
		   W–8–3.4 Organizing ideas, using transition words/phrases and
		drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)

Lesson 4
How Can Governments Be Organized To Prevent The Abuse Of Power?
	R–8–7: **Demonstrate initial understanding of informational texts (expository and practical texts)**
	by…
	   R8-7.1 Obtaining information
	from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		   W–8–2.1 Selecting and summarizing key ideas to set context
		   W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W–8–3 In response to literary or informational text, students make and support analytical judgments about text by…
		   W–8–3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question • W–8–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words,

	R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local) **R-8-7.5** Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)	style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres **W−8−3.3** Using specific details and references to text or relevant citations to support focus or judgment **W−8−3.4** Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)

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We The People Grade 8	**NECAP/Rhode Island Reading Grade Level Expectation(GLEs)**	**NECAP/Rhode Island Written And Oral Communication Grade Level Expectations (GLE's)**
**Unit Two: What experiences shaped the Founders' thinking about government?**

Lesson 5
 	
How were the Americans influenced by their English background?
	<u>*R–8–7*</u>: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
		<u>*W-8-6*</u>**In informational writing, students organize ideas/concepts by …**
		   W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>
		   W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		<u>*W-8-7*</u>**In informational writing, students effectively convey purpose by…**
		   W–8–7.1 Establishing a topic (Local)
		   W–8–7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local)
		   W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		   W–8–7.4 <u>Establishing an authoritative voice</u> (Local)
		
		<u>*W–8–8* _{In}</u> **informational writing, students demonstrate use of a range of elaboration strategies by …**
		   W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		   W–8–8.3 Including sufficient details or facts for appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images (Local)
		   W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing;

		addressing potential problems –in procedures; providing context –in reports) (Local) **W–8–8.5** Commenting on the significance of the information, when appropriate (Local)
Lesson 6 ***What experience led to the American Revolution?***	<u>*R–8–7*</u>*:* **Demonstrate initial understanding of informational texts (expository and practical texts) by…** **R8-7.1** Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local) **R–8–7.2** Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local) **R–8–7.3** Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local) **R-8-7.4** Generating questions before, during, and after reading to enhance understanding and recall (Local) **R-8-7.5** Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)	**W–8–3** **In response to literary or informational text, students make and support analytical judgments about text by…** • **W–8–3.1** Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (local) • **W–8–3.3** Using specific details and references to text or relevant citations to support focus or judgment (local) • **W–8–3.4** Organizing ideas, using transition words/phrases and <u>drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) </u>(local)
Lesson 7 ***What basic ideas about government were in the Declaration of Independence?***	<u>*R–8–7*</u>*:* **Demonstrate initial understanding of informational texts (expository and practical texts) by…** **R8-7.1** Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local) **R–8–7.2** Using information from the text to answer questions, to state the main/central ideas, or to provide	<u>**W-8-6**</u>**In informational writing, students organize ideas/concepts by …** **W–8–6.1** Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u> **W–8–6.2** Selecting appropriate information to set context, which may include a lead/hook (Local) <u>**W-8-7**</u>**In informational writing, students**

supporting details (Local)

R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)

R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)

R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)

R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…

• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)

• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)

• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)

• **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)

• **R–8–8.5** Making inferences about causes or effects (Local)

• **R-8-8.6** Evaluating the clarity and accuracy of information (Local)

effectively convey purpose by…

W–8–7.1 Establishing a topic (Local)

W–8–7.2 Stating and maintaining a focus/controlling idea/thesis (Local)

W–8–7.3 Writing with a sense of audience, when appropriate (Local)

W–8–7.4 Establishing an authoritative voice (Local)

W–8–8 *In* **informational writing, students demonstrate use of a range of elaboration strategies by …**

W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

W–8–8.3 Including sufficient details or facts for appropriate depth of information*: naming, describing, explaining, comparing, use of visual images (Local)

W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)

W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

Lesson 8 **How did the states govern themselves after the Revolution?**	_R–8–7_: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**	_W-8-7_**In informational writing, students effectively convey purpose by…**
	R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)	**W–8–7.1** Establishing a topic (Local)
	R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)	**W–8–7.2** Stating and maintaining a focus/controlling idea/_thesis_ (Local)
	R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)	**W–8–7.3** Writing with a sense of audience, when appropriate (Local)
	R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)	**W–8–7.4** _Establishing an authoritative voice_ (Local)
	R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)	_W–8–8_ _In_ **informational writing, students demonstrate use of a range of elaboration strategies by …**
	R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…	**W–8–8.2** Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
	• **R–8–8.1** Explaining connections about information _within_ a text, _across_ texts, or to related ideas (Local)	**W–8–8.3** Including sufficient details or facts for appropriate depth of information_:_ naming, describing, explaining, comparing, use of visual images (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)	**W–8–8.4** Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
	• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)	**W–8–8.5** Commenting on the significance of the information, when appropriate (Local)
	• **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting	

	information within or across texts (Local) • **R–8–8.5** Making inferences about causes or effects (Local) • **R-8-8.6** Evaluating the clarity and accuracy of information (Local)	

Lesson 9
 	
What were Americans like in the 1780's?
	_R–8–7_: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	_R–8–8_: **Analyze and interpret informational text, citing evidence as appropriate by…**
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
		_W–8–8_ In **informational writing, students demonstrate use of a range of elaboration strategies by …**
		   W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		   W–8–8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)
		   W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
		   W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

	• **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) • **R−8−8.5** Making inferences about causes or effects (Local) • **R-8-8.6** Evaluating the clarity and accuracy of information (Local)	
Lesson 10 ***Why did the Founders think a new constitution was needed?***	<u>*R−8−7*</u>: **Demonstrate initial understanding of informational texts (expository and practical texts) by…** **R8-7.1** Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local) **R−8−7.2** Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local) **R−8−7.3** Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local) **R-8-7.4** Generating questions before, during, and after reading to enhance understanding and recall (Local) **R-8-7.5** Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local) <u>**R−8−8**</u>: **Analyze and interpret informational text,**	<u>*W-8-6*</u>**In informational writing, students organize ideas/concepts by …** **W−8−6.1** Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u> **W−8−6.2** Selecting appropriate information to set context, which may include a lead/hook (Local) <u>**W-8-7**</u>**In informational writing, students effectively convey purpose by…** **W−8−7.1** Establishing a topic (Local) **W−8−7.2** Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local) **W−8−7.3** Writing with a sense of audience, when appropriate (Local) **W−8−7.4** <u>Establishing an authoritative voice</u> (Local) <u>**W−8−8** *In*</u> **informational writing, students demonstrate use of a range of elaboration strategies by …** **W−8−8.2** Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) **W−8−8.3** Including sufficient details or facts for

	citing evidence as appropriate by…	appropriate depth of information: naming,
	• **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)	describing, explaining, comparing, use of visual images (Local)
	• **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)	**W−8−8.4** Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
	• **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message<u>; or explaining how purpose may affect the interpretation of the text; or</u> using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)	**W−8−8.5** Commenting on the significance of the information, when appropriate (Local)
	• **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)	
	• **R−8−8.5** Making inferences about causes or effects (Local)	
	• **R-8-8.6** Evaluating the clarity and accuracy of information(Local)	

We the People Correlation with the New England Common Assessment Program (NECAP) Grade Level
Expectations (GLE's) /Grade Span Expectations (GSE's)

We The People Grade 8	**NECAP/Rhode Island** **Reading Grade Level Expectation(GLEs)**	**NECAP/Rhode Island** **Written And Oral Communication Grade** **Level Expectations (GLE's)**
Unit Three: What happened at the Philadelphia Convention?		

Lesson 11
 	
Who attended the Philadelphia Convention?
	_R–8–7_: **Demonstrate initial understanding of informational texts (expository and practical texts) by...**
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
		_W-8-6_**In informational writing, students organize ideas/concepts by ...**
		    W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		    W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		W-8-7In informational writing, students effectively convey purpose by...
		    W–8–7.1 Establishing a topic (Local)
		    W–8–7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
		    W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		    W–8–7.4 Establishing an authoritative voice (Local)
		
		_W–8–8 In_ **informational writing, students demonstrate use of a range of elaboration strategies by ...**
		    W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		    W–8–8.3 Including sufficient details or facts for

	R−8−8: Analyze and interpret informational text, citing evidence as appropriate by…
	• **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
	• **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message<u>; or explaining how purpose may affect the interpretation of the text; or</u> using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
	• **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)
	• **R−8−8.5** Making inferences about causes or effects (Local)
	• **R-8-8.6** Evaluating the clarity and accuracy of information(Local)
		appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images (Local)
		    W−8−8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context – in reports) (Local)
		    W−8−8.5 Commenting on the significance of the information, when appropriate (Local)

Lesson 12
 	
What was the conflict over representation?
	<u>*R−8−7*</u>*:* **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R−8−7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R−8−7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:**
		<u>*W-8-6*</u>**In informational writing, students organize ideas/concepts by …**
		    W−8−6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>
		    W−8−6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		<u>*W-8-7*</u>**In informational writing, students effectively convey purpose by…**
		
		    W−8−7.1 Establishing a topic (Local)
		    W−8−7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local)
		    W−8−7.3 Writing with a sense of audience, when appropriate (Local)
		    W−8−7.4 <u>Establishing an authoritative voice</u> (Local)
		
		<u>*W−8−8*</u> *In* **informational writing, students**

	procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)	**demonstrate use of a range of elaboration strategies by …** **W−8−8.2** Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
	R−8−8: Analyze and interpret informational text, citing evidence as appropriate by…	**W−8−8.3** Including sufficient details or facts for appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images (Local)
	• **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)	**W−8−8.4** Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context – in reports) (Local)
	• **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)	**W−8−8.5** Commenting on the significance of the information, when appropriate (Local)
	• **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)	
	• **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)	
	• **R−8−8.5** Making inferences about causes or effects (Local)	
	• **R-8-8.6** Evaluating the clarity and accuracy of information (Local)	
Lesson 13 ***What were the conflicts between the northern and southern states?***	*R−8−7:* **Demonstrate initial understanding of informational texts (expository and practical texts) by…** **R8-7.1** Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local) **R−8−7.2** Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local) **R−8−7.3** Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local) **R-8-7.4** Generating questions before, during, and after reading to enhance understanding and recall (Local) **R-8-7.5** Identifying the characteristics of a variety of	*W-8-6* **In informational writing, students organize ideas/concepts by …** **W−8−6.1** Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation **W−8−6.2** Selecting appropriate information to set context, which may include a lead/hook (Local) *W-8-7* **In informational writing, students effectively convey purpose by…** **W−8−7.2** Stating and maintaining a focus/controlling idea/thesis (Local) **W−8−7.3** Writing with a sense of audience, when appropriate (Local) **W−8−7.4** Establishing an authoritative voice (Local)

	types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…
	
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
	• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
	• **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)
	• **R–8–8.5** Making inferences about causes or effects (Local)
	• **R-8-8.6** Evaluating the clarity and accuracy of information (Local)
		W–8–8 In **informational writing, students demonstrate use of a range of elaboration strategies by …**
		    W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		    W–8–8.3 Including sufficient details or facts for appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images (Local)
		    W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context – in reports) (Local)
		    W–8–8.5 Commenting on the significance of the information, when appropriate (Local)
		
		***OC—8—2*In oral communication, students make oral presentations by …**
		OC—8—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
		OC—8--2.2 Maintaining a consistent focus (Local)
		OC—8—2.3 Including smooth transitions, supporting thesis with well chosen details and providing a coherent conclusion (Local)
		EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
		OC-8—2.4 Effectively responding to audience questions and feedback (Local)
		OC—8—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, ,intonation, rhythm, and gesture) to communicate effectively (Local)

Lesson 14
 	
What was the conflict over the legislative power of the national government?
	R–8–7: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
		W-8-6In informational writing, students organize ideas/concepts by …
		    W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		    W–8–6.2 Selecting appropriate information to set

R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)

R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)

R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)

R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)

R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…

• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
• **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)
• **R–8–8.5** Making inferences about causes or effects (Local)
• **R-8-8.6** Evaluating the clarity and accuracy of information (Local)

context, which may include a lead/hook (Local)

W-8-7 In informational writing, students effectively convey purpose by…

W–8–7.1 Establishing a topic (Local)
W–8–7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
W–8–7.3 Writing with a sense of audience, when appropriate (Local)
W–8–7.4 Establishing an authoritative voice (Local)

W–8–8 In informational writing, students demonstrate use of a range of elaboration strategies by …

W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
W–8–8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)
W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context – in reports) (Local)
W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

OC—8—2 In oral communication, students make oral presentations by …
OC—8—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
OC—8--2.2 Maintaining a consistent focus (Local)
OC—8—2.3 Including smooth transitions, supporting thesis with well chosen details and providing a coherent conclusion (Local)
EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
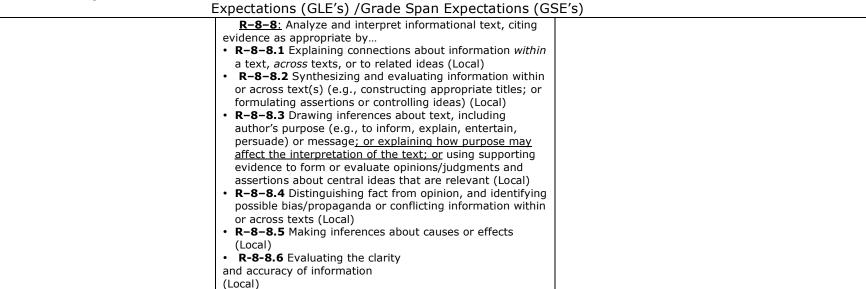**OC-8—2.4** Effectively responding to audience

		questions and feedback (Local) **OC—8—2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, ,intonation, rhythm, and gesture) to communicate effectively (Local)

Lesson 15
 	
How much power should be given to the executive and judicial branches?
	<u>**R–8–7**</u>: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	<u>**R–8–8**</u>: **Analyze and interpret informational text, citing evidence as appropriate by…**
	
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
	• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain,
		<u>**W-8-6**</u>**In informational writing, students organize ideas/concepts by …**
		   W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>
		   W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)

	persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) • **R–8–8.5** Making inferences about causes or effects (Local) • **R-8-8.6** Evaluating the clarity and accuracy of information (Local)	

Lesson 16
 	
What opinions did the Framers have of the Constitution?
	<u>**R–8–7**</u>: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…
	
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
		<u>**W-8-6**</u>**In informational writing, students organize ideas/concepts by …**
		   W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>
		   W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		<u>**W-8-7**</u>**In informational writing, students effectively convey purpose by…**
		   W–8–7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local)
		   W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		   W–8–7.4 <u>Establishing an authoritative voice</u> (Local)
		<u>**OC—8—2**</u>**In oral communication, students make oral presentations by …**
		OC—8—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
		OC—8--2.2 Maintaining a consistent focus (Local)
		OC—8—2.3 Including smooth transitions, supporting thesis with well chosen details and providing a coherent conclusion (Local)
		EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

	• **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message<u>; or explaining how purpose may affect the interpretation of the text; or</u> using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) • **R−8−8.5** Making inferences about causes or effects (Local) • **R-8-8.6** Evaluating the clarity and accuracy of information (Local))	**OC-8—2.4** Effectively responding to audience questions and feedback (Local) **OC—8—2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, ,intonation, rhythm, and gesture) to communicate effectively (Local)

Lesson 17
 	
Who were the supporters and critics of the Constitution?
	<u>***R−8−7***</u>*:* **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	    R8-7.1 Obtaining information
	from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R−8−7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R−8−7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
		<u>**W-8-6**</u>**In informational writing, students organize ideas/concepts by …**
		    W−8−6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>
		    W−8−6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)

	R−8−8: Analyze and interpret informational text, citing evidence as appropriate by… • **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local) • **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) • **R−8−8.5** Making inferences about causes or effects (Local) • **R-8-8.6** Evaluating the clarity and accuracy of information (Local)	

We the People Correlation with the New England Common Assessment Program (NECAP) Grade Level
Expectations (GLE's) /Grade Span Expectations (GSE's)

We The People Grade 8	**NECAP/Rhode Island Reading Grade Level Expectation(GLEs)**	**NECAP/Rhode Island Written And Oral Communication Grade Level Expectations (GLE's)**
Unit Four: How was the Constitution used to establish our government?		

Lesson 18
 	
What was the federal system created by the Constitution?
	<u>*R–8–7*</u>: **Demonstrate initial understanding of informational texts (expository and practical texts)**
	by…
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	    R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse,
		W-8-7 In informational writing, students effectively convey purpose by…
		    W–8–7.1 Establishing a topic (Local)
		    W–8–7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local)
		    W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		    W–8–7.4 <u>Establishing an authoritative voice </u>(Local)
		
		<u>**W–8–8** *In*</u> **informational writing, students demonstrate use of a range of elaboration strategies by …**
		    W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		    W–8–8.3 Including sufficient details or facts for appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images (Local)
		    W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
		    W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

	essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local) **R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…** • **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local) • **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message<u>; or explaining how purpose may affect the interpretation of the text; or</u> using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) • R–8–8.5 Making inferences about causes or effects (Local) • **R-8-8.6** Evaluating the clarity and accuracy of information (Local)	

Lesson 19
 	
How was the new government established?
	<u>***R–8–7***</u>: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and
		<u>*W-8-6*</u>**In informational writing, students organize ideas/concepts by …**
		   W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>
		   W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		
		<u>**W-8-7**</u>**In informational writing, students effectively convey purpose by…**
		   W–8–7.1 Establishing a topic (Local)
		   W–8–7.2 Stating and maintaining a focus/controlling idea/<u>thesis</u> (Local)

events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)

R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)

R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)

R−8−8: Analyze and interpret informational text, citing evidence as appropriate by…
- **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
- **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
- **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
- **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)

R−8−8.5 Making inferences about causes or effects (Local)

R-8-8.6 Evaluating the clarity and accuracy of information (Local)

W−8−7.3 Writing with a sense of audience, when appropriate (Local)

W−8−7.4 Establishing an authoritative voice (Local)

***W−8−8 In* informational writing, students demonstrate use of a range of elaboration strategies by …**

W−8−8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

W−8−8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)

W−8−8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)

W−8−8.5 Commenting on the significance of the information, when appropriate (Local)

| *Lesson 20*

How did political parties develop? | R–8–7: **Demonstrate initial understanding of informational texts (expository and practical texts)**
by…
  R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
  R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
  R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
  R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
  R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)

  R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…
• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate | W-8-6 **In informational writing, students organize ideas/concepts by …**
  W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
  W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) |

	opinions/judgments and assertions about central ideas that are relevant (Local) • **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) **R–8–8.5** Making inferences about causes or effects (Local)	

Lesson 21
 	
Who decides what the Constitution means?
	of information
	(Local) *R–8–7*: **Demonstrate initial understanding of informational texts (expository and practical texts) by...**
	     R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	     R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	     R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	     R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	     R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	R–8–8: Analyze and interpret informational text, citing evidence as appropriate by...
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...
		     W–8–2.1 Selecting and summarizing key ideas to set context
		     W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W–8–8 In **informational writing, students demonstrate use of a range of elaboration strategies by ...**
		     W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		     W–8–8.3 Including sufficient details or facts for appropriate depth of information*: naming, describing, explaining, comparing, use of visual images (Local)
		     W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
		     W–8–8.5 Commenting on the significance of the information, when appropriate (Local)

	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) **R–8–8.5** Making inferences about causes or effects (Local) **R-8-8.6** Evaluating the clarity and accuracy	

Lesson 22
 	
How does the Supreme Court interpret the Constitution?
	R–8–7: Demonstrate initial understanding of informational texts (expository and practical texts)
	by…
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers,
	charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines,
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		   W–8–2.1 Selecting and summarizing key ideas to set context
		   W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W-8-7In informational writing, students effectively convey purpose by…
		   W–8–7.1 Establishing a topic (Local)
		   W–8–7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
		   W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		   W–8–7.4 Establishing an authoritative voice (Local)
		
		W–8–8 In informational writing, students demonstrate use of a range of elaboration strategies by …
		   W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		   W–8–8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)

newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local) **R−8−8: Analyze and interpret informational text, citing evidence as appropriate by…** • **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local) • **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) **R−8−8.5** Making inferences about causes or effects (Local) **R-8-8.6** Evaluating the clarity and accuracy	**W−8−8.4** Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local) **W−8−8.5** Commenting on the significance of the information, when appropriate (Local)

We the People Correlation with the New England Common Assessment Program (NECAP) Grade Level
Expectations (GLE's) /Grade Span Expectations (GSE's)

We The People Grade 8	NECAP/Rhode Island Reading GLE's	NECAP/Rhode Island Written And Oral Communication Grade Level Expectations (GLE's)
Unit Five: How does the Constitution protect our basic rights?		

Lesson 23
 	
How does the Constitution protect freedom of expression?
	<u>R–8–7</u>: **Demonstrate initial understanding of informational texts (expository and practical texts) by...**
	  R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	  R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	  R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	  R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	  R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	  R–8–8: Analyze and interpret informational text, citing evidence as appropriate by...
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
		<u>W-8-2</u> **In response to literary or informational text, students show understanding of plot /ideas/concepts by...**
		  W–8–2.1 Selecting and summarizing key ideas to set context
		  W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		<u>W–8–3</u> **In response to literary or informational text, students make and support analytical judgments about text by...**
		  W–8–3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
		  W–8–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres
		  W–8–3.3 Using specific details and references to text or relevant citations to support focus or judgment
		  W–8–3.4 Organizing ideas, using transition words/phrases and
		drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
		
		<u>OC—8—2</u>**In oral communication, students make oral presentations by ...**
		OC—8—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
		OC—8--2.2 Maintaining a consistent focus (Local)
		OC—8—2.3 Including smooth transitions, supporting thesis with well chosen details and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases,

	• **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) **R−8−8.5** Making inferences about causes or effects (Local) **R-8-8.6** Evaluating the clarity and accuracy	examples, comparisons, artifacts **OC-8—2.4** Effectively responding to audience questions and feedback (Local) **OC—8—2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, ,intonation, rhythm, and gesture) to communicate effectively (Local)

Lesson 24
 	
How does the Constitution protect freedom of religion?
	R−8−7: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R−8−7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R−8−7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	    R−8−8: Analyze and interpret informational text, citing evidence as appropriate by…
	• **R−8−8.1** Explaining connections about information *within* a
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		    W−8−2.1 Selecting and summarizing key ideas to set context
		    W−8−2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W−8−3 In response to literary or informational text, students make and support analytical judgments about text by…
		    W−8−3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
		    W−8−3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
		    W−8−3.3 Using specific details and references to text or relevant citations to support focus or judgment
		    W−8−3.4 Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
		W-8-6 In informational writing, students organize ideas/concepts by …
		    W−8−6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		    W−8−6.2 Selecting appropriate information to set context,

	text, *across* texts, or to related ideas (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
	• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
	• **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)
	R-8-8.5 Making inferences about causes or effects (Local)
	
	R-8-8.6 Evaluating the clarity
	and accuracy
		which may include a lead/hook (Local)
		W-8-7 In informational writing, students effectively convey purpose by…
		    W–8–7.1 Establishing a
		topic (Local)
		    W–8–7.2 Stating and maintaining
		a focus/controlling idea/thesis (Local)
		    W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		    W–8–7.4 Establishing an authoritative voice (Local)
		
		OC—8—2 **In oral communication, students make oral presentations by …**
		OC—8—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
		OC—8--2.2 Maintaining a consistent focus (Local)
		OC—8—2.3 Including smooth transitions, supporting thesis with well chosen details and providing a coherent conclusion (Local)
		EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
		OC-8—2.4 Effectively responding to audience questions and feedback (Local)
		OC—8—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, ,intonation, rhythm, and gesture) to communicate effectively (Local)

Lesson 25
 	
How has the right to vote expanded since the Constitution was adopted?
	R–8–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…
	    R8-7.1 Obtaining information
	from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	    R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		    W–8–2.1 Selecting and summarizing key ideas to set context
		    W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W–8–3 In response to literary or informational text, students make and support analytical judgments about text by…
		    W–8–3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
		    W–8–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft
		EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to

	reading to enhance understanding and recall (Local)
	   R–8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	 R–8–8: Analyze and interpret informational text, citing evidence as appropriate by...
	• **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
	• **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
	• **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)
	R–8–8.5 Making inferences about causes or effects (Local)
	
	R-8-8.6 Evaluating the clarity
	and accuracy
		characteristics of literary forms or genres
		   W–8-3.3 Using specific details and references to text or relevant citations to support focus or judgment
		    W–8–3.4 Organizing ideas, using transition words/phrases and
		drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
		*W-8-6***In informational writing, students organize ideas/concepts by ...**
		   W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		   W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		W-8-7In informational writing, students effectively convey purpose by...
		   W–8–7.1 Establishing a
		topic (Local)
		   W–8–7.2 Stating and maintaining
		a focus/controlling idea/thesis (Local)
		   W–8–7.3 Writing with a sense of audience, when appropriate (Local)
		   W–8–7.4 Establishing an authoritative voice(Local)

Lesson 26
 	
What is the right to equal protection of the laws?
	R–8–7: **Demonstrate initial understanding of informational texts (expository and practical texts) by...**
	   R8-7.1 Obtaining information
	from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...
		   W–8–2.1 Selecting and summarizing key ideas to set context
		   W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		W–8–3 In response to literary or informational text, students make and support analytical judgments about text by...
		   W–8–3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
		   W–8–3.2 Making inferences about the relationship(s) among

	charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	    R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	    R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
	
	R−8−8: Analyze and interpret informational text, citing evidence as appropriate by…
	• **R−8−8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
	• **R−8−8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
	• **R−8−8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
	• **R−8−8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)
	R−8−8.5 Making inferences about causes or effects (Local)
	
	R-8-8.6 Evaluating the clarity and accuracy
		content, events, characters, setting, theme, or author's craft
		EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres
		    W−8−3.3 Using specific details and references to text or relevant citations to support focus or judgment
		    W−8−3.4 Organizing ideas, using transition words/phrases and
		drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
		*W-8-6*In informational writing, students organize ideas/concepts by …
		    W−8−6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
		EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
		    W−8−6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)
		W-8-7 In informational writing, students effectively convey purpose by…
		    W−8−7.1 Establishing a topic (Local)
		    W−8−7.2 Stating and maintaining a focus/controlling idea/thesis (Local)
		    W−8−7.3 Writing with a sense of audience, when appropriate (Local)
		    W−8−7.4 Establishing an authoritative voice(Local)

Lesson 27
 	
What is the right to due process and how is it protected?
	R−8−7: **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	    R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	    R−8−7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		    W−8−2.1 Selecting and summarizing key ideas to set context
		    W−8−2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas

	R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local) **R-8-7.4** Generating questions before, during, and after reading to enhance understanding and recall (Local) **R-8-7.5** Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local) **R–8–8: Analyze and interpret informational text, citing evidence as appropriate by…** • **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local) • **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) **R–8–8.5** Making inferences about causes or effects (Local) **R-8-8.6** Evaluating the clarity and accuracy	

We The People Grade 8	NECAP/Rhode Island **Reading GLE's**	NECAP/Rhode Island **Written And Oral Communication Grade Level Expectations (GLE's)**
Unit Six: What are the responsibilities of citizens?		

Lesson 28
 	
How can citizens participate?
	<u>*R–8–7*</u>*:* **Demonstrate initial understanding of informational texts (expository and practical texts) by…**
	   R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local)
	   R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)
	   R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)
	   R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall (Local)
	   R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets,
		<u>*W–8–8*</u> **In informational writing, students demonstrate use of a range of elaboration strategies by …**
		   W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
		   W–8–8.3 Including sufficient details or facts for appropriate depth of information*: naming, describing, explaining, comparing,* use of visual images (Local)
		   W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
		   W–8–8.5 Commenting on the significance of the information, when appropriate (Local)
		W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…
		   W–8–2.1 Selecting and summarizing key ideas to set context
		   W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas
		
		<u>*W–8–3*</u> **In response to literary or informational text, students make and support analytical judgments about text by…**
		   W–8–3.1 Stating and maintaining a focus (purpose), a firm

	schedules) (Local) ***R−8−8:*** **Analyze and interpret informational text, citing evidence as appropriate by…** • R−8−8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (Local) • R−8−8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local) • R−8−8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) • R−8−8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) R−8−8.5 Making inferences about causes or effects (Local) R-8-8.6 Evaluating the clarity and accuracy	judgment, or point of view when responding to a given question ● **W−8−3.2** Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres W−8−3.3 Using specific details and references to text or relevant citations to support focus or judgment W−8−3.4 Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)
Lesson 29 ***What decisions will you make as a citizen?***	***R−8−7:*** **Demonstrate initial understanding of informational texts (expository and practical texts) by…** R8-7.1 Obtaining information from text features(e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)(Local) R−8−7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local) R−8−7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local) R-8-7.4 Generating questions before, during, and after reading to enhance R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:**	**W-8-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by…** W−8−2.1 Selecting and summarizing key ideas to set context W−8−2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas **W−8−3 In response to literary or informational text, students make and support analytical judgments about text by…** W−8−3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question W−8−3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view**;** making links to characteristics of literary forms or genres W−8−3.3 Using specific details and references to text or relevant citations to support focus or judgment W−8−3.4 Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g.,

procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)
ce understanding and recall (Local)

R–8–8: **Analyze and interpret informational text, citing evidence as appropriate by…**
- **R–8–8.1** Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)
- **R–8–8.2** Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
- **R–8–8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)
- **R–8–8.4** Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)

R–8–8.5 Making inferences about causes or effects (Local)
R-8-8.6 Evaluating the clarity
and accuracy

demonstrate a connection to the broader world of ideas)
***W-8-6*In informational writing, students organize ideas/concepts by …**
　　W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
EXAMPLES (of text structures): chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
　　W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)

W-8-7 In informational writing, students effectively convey purpose by…
　　W–8–7.1 Establishing a
topic (Local)
　　W–8–7.2 Stating and maintaining
a focus/controlling idea/thesis (Local)
　　W–8–7.3 Writing with a sense of audience, when appropriate (Local)
　　W–8–7.4 Establishing an authoritative voice (Local)
***W–8–8* In informational writing, students demonstrate use of a range of elaboration strategies by …**
　　W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)
　　W–8–8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)
　　W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)
　　W–8–8.5 Commenting on the significance of the information, when appropriate (Local)