Grade 8 English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading Grades K-12

**Key Ideas and Details**

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

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing Grades K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

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

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

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

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety o

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

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

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

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **[8] 3.3.2** Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information  **[8] 3.4.2** Locating information in narrative and informative text to answer questions related to main ideas or key details | The GLEs do not specify supporting an analysis. |
| **2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; restate and summarize main ideas or events, in correct sequence, after reading a text. | **[8] 3.3.1** Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text  **[8] 3.4.1** Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)    **[8] 3.7.1** Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme  **[8] 3.9.1** Locating evidence within the text to make connections to an author’s message, theme, or purpose | The new standard requires an analysis of the development of the theme. This represents an increase in rigor from the GLEs. |
| **3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | **[8] 3.6.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction  **[8] 3.7.3** Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme | The new standard specifies analyzing lines of dialogue or incidents. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **[8] 3.1.4** Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)  **[8] 3.6.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction | The second part of the new standard specifies analyzing the impact of specific word choices on meaning and tone. This represents an increase in rigor from the GLEs. |
| **5.** Analyze the overall structure of a text: compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | **[8] 3.6.1** Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story  **[8] 3.7.2** Comparing and contrasting literary elements and devices in a variety of works by a variety of authors | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.”  The overall structure of a text is part of the characteristics of particular genres. |
| **6.** Analyze author’s purpose and how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | **[8] 3.7.3** Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme  **[8] 3.8.2** Analyzing author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence | The new standard specifies analyzing how differences in points of view create certain effects. Anchor Standard 6, “assess how point of view or purpose shapes the content and style of a text,” focuses on author’s craft. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (e.g., *Old Yeller, Brian’s Song, The Miracle Worker*). | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | **[8] 3.10.1** Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., individual/family/community identity formation) (L)  **[8] 3.10.2** Analyzing the effects of historical or cultural influences/events on texts (L) | The new standard specifies analyzing how a modern work of fiction draws from myths, traditional stories, or religious works. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **[8] 3.3.2** Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information  **[8] 3.4.2** Locating information in narrative and informative text to answer questions related to main ideas or key details | The GLEs do not specify supporting an analysis. |
| **2.** Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. | **[8] 3.3.1** Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text  **[8] 3.4.1** Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions) | The new standard requires an analysis of the development of the central idea and subtopics. |
| **3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | **[8] 3.3.2** Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information | The new standard requires analysis how a text makes connections among and distinctions between individuals, ideas, or events. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **[8] 3.1.4** Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)  **[8] 3.6.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction | The second part of the new standard specifies analyzing the impact of specific word choices.  Allusions begin in grade 9 GLEs.  **[9] 4.1.2** Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in   * dialectical English (e.g., Huck Finn) * other languages adopted into English (e.g., pie a la mode) * idiomatic expressions (e.g., “it drives me up a wall) |
| **5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | NEW – not addressed in the GLEs | The GLEs do not examine the structure of text to the degree that is specified in Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| **6.** Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **[8] 3.8.1** Identifying bias/propaganda by citing textual evidence  **[8] 3.8.2** Analyzing author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence | GLEs do not address point of view in informational texts. GLEs do not address conflicting evidence or viewpoints.  Identifying bias/propaganda can be part of determining an author’s purpose and analyzing how the author acknowledges and responds to conflicting evidence or viewpoints. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** Delineate and evaluate the argument and specific claims in a text (e.g., identify bias and propaganda techniques, well-supported logical arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | **[8] 3.8.1** Identifying bias/propaganda by citing textual evidence | Evaluating the argument and specific claims in a text is in the grade 9 and grade 10 GLEs. Identifying bias/propaganda is part of the process of understanding how to assess reasoning and evidence.  **[9] 4.3.5** Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)  **[9] 4.3.6** Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments) |
| **9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | NEW – not addressed in the GLEs | GLEs on connecting ideas in different texts do not specify texts that have conflicting information. The new standard requires students to identify where texts disagree on matters of fact or interpretation. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” is not addressed in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **Grade 8 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[8] 3.3.3** The student restates/summarizes and connects information by connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L) |  |
| **[8] 3.4.3** The student demonstrates understanding of main ideas/arguments by comparing/contrasting the main ideas or concepts between related texts |  |
| **[8] 3.4.4** The student demonstrates understanding of main ideas/arguments by explaining connections among main ideas/concepts (text to self, text to text, text to world) (L) |  |
| **[8] 3.5.1** The student follows multi-step directions by completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question)\* (L) |  |
| **[8] 3.5.2** The student follows multi-step directions by identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step) |  |
| **[8] 3.9.2** The student connects themes by utilizing textual evidence to make thematic connections between texts |  |
| **[8] 3.9.3** The student connects themes by making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L) |  |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing. The GLEs do not delineate the types of writing in the same way. One GLE, **[8] 3.2.2**, specifies writing in nonfiction forms, and **[8] 3.2.1** specifies writing narratives and most of the other writing GLEs apply to all the forms of writing. |
| **1.** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented. | **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade  **[8] 3.1.1** Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph  **[8] 3.1.3** Organizing ideas using appropriate  structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases  **[8] 3.1.2** Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement  **[8] 3.2.4** Using research-based information and analysis in research projects or extended reports  (L)  **[8] 3.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[8] 3.4.5** Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)  **[8] 3.1.4** Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point) | Grade 8 is the first time that the GLEs include writing to persuade.  The new standard emphasizes the use of claims and opposing claims and also how words, phrases, and clauses can be used to maximize cohesion and clarify relationships among claims, reasons, and evidence.  GLEs don’t address alternate or opposing claims until grade 9.  **[9] 4.4.1** Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre). |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade  **[8] 3.1.1** Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph  **[8] 3.1.3** Organizing ideas using appropriate  structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases  **[8] 3.1.2** Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement  **[8] 3.2.4** Using research-based information and analysis in research projects or extended reports (L)  **[8] 3.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[8] 3.4.5** Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)  **[8] 3.1.4** Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point) | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece.  The new standard encourages the use of graphics and multimedia when useful to aiding comprehension. |
| **3.** Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | **[8] 3.2.1** Writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (**L**)  **[8] 3.2.3** Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (**L**)  **[8] 3.1.3** Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases  **[8] 3.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[8] 3.1.4** Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point) | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | NEW – not addressed in the GLEs | The new standard brings focus to the fact that decisions about writing should take into account the task, purpose, and audience. |
| **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | **[8] 3.4.1** Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)  **[8] 3.4.2** Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (**L**)  **[8] 3.4.3** Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing  **[8] 3.4.4** Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed | The new standard is a good match with the GLEs. |
| **6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | **[8] 3.4.6** Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)  **[8] 3.6.1** Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (**L**)  **[8] 3.6.2** Using thesaurus to locate and choose effective synonyms for common words (**L**)  **[8] 3.6.3** Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (**L**) | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool. |
| **Research to Build and Present Knowledge** |  |  |
| **7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **[8] 3.2.4** Using research-based information and analysis in research projects or extended reports (**L**) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **[8] 3.2.4** Using research-based information and analysis in research projects or extended reports (**L**)  **[8] 3.5.1** Giving credit for others’ ideas, images and multimedia information, including others’ ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (**L**) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop.  Assessing credibility of sources is not addressed in the GLEs. The grade 9 and grade 10 reading GLEs require students to assess the validity of a main idea and to evaluate an argument. Plagiarism is not explicitly noted in GLEs.  **[9] 4.3.5** Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)  **[9] 4.3.6** Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments) |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).  b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”). | NEW – not addressed in the GLEs | The GLEs do not explicitly connect writing and reading standards. The new standards emphasize this connection. |
| **Range of Writing** |  |  |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | NEW – not addressed in the GLEs | GLEs do not address the time frame for writing. |

| **Grade 8 Writing Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Speaking and Listening Standards**

| **New Speaking and Listening Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Comprehension and Collaboration** |  |  |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |  | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs.  **The student reads texts aloud by**  **[8] 3.2.1** Rehearsing and reading aloud with expression from a variety of genres to an audience (**L**)  **[8] 3.2.2** Giving an oral formal presentation (e.g., research reports, literature responses) (L)  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration. |
| **2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |  |
| **3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |  |
| **Presentation of Knowledge and Ideas** |  |
| **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |  |
| **5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |  |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |  |

| **Grade8 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | | **Comment** | |
| --- | --- | --- | --- | --- |
| **Conventions of Standard English** |  | | Teachers need to refer to the Language Progressive Skills by Grade Table. This table can be found in the new ELA standards. The table shows the skills (marked with an asterisk when first introduced in the new standards) that are particularly likely to require continued attention in higher grades. For instance, the table shows that subject-verb and pronoun-antecedent agreement is introduced in grade 3, but needs to continue to be taught through grades 4-12.  All of the rules of usage in **[8] 3.3.5** are included in the table.  **[8] 3.3.5** Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)  New standards in the table for grade 8 also include choosing words and phrases for effect, choosing words and phrases to convey ideas precisely, choosing punctuation for effect, recognizing variations from standard English, and maintaining consistency in style and tone. The table also includes varying sentence patterns for meaning, reader/listener interest, and style, which is matched by GLE **[8] 3.3.1**. [8] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English.  b. Form and use verbs in the active and passive voice.  c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  d. Recognize and correct inappropriate shifts in verb voice and mood.\* | NEW – not addressed in the GLEs | | Verbals, and verb voice and mood are not addressed in the GLEs. | |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission.  c. Spell correctly. | **[8] 3.3.3** Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)  **[8] 3.3.2** Applying rules of spelling (e.g., homophones, irregular plurals, and contractions) | | Dashes and ellipsesare not addressed in the GLEs.  Hyphens are addressed in grade 9.  **[9] 4.3.3** Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses) | |
| **Knowledge of Language** |  | |  | |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | NEW – not addressed in the GLEs | | Verb mood and effects are not addressed in the GLEs. | |
| **Vocabulary Acquisition and Use** |  | |  | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.  a. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence), knowledge of language structure including using context clues and prior knowledge.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | **R [8] 3.1.1** Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)  **R [8] 3.1.2** Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., carpe diem), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)  **R [8] 3.1.4** Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)  **W [8] 3.6.1** Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (**L**)  **W [8] 3.6.2** Using thesaurus to locate and choose effective synonyms for common words (**L**) | | The new standard is a good match with the GLEs. |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret the intent or meaning of figures of speech (e.g., verbal irony, puns, mixed metaphor) as used in context.  b. Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). | | **[8] 3.6.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction  **[8] 3.1.3** Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies | | Connotations/denotations are specifically mentioned in grade 9 GLEs.  **[9] 4.1.4** Determining the meaning of words in context including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”) |
| **6.** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | **[8] 3.1.3** Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies  **[8] 3.1.4** Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)  **[8] 3.6.2** Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction | | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. |

| **Grade 8 Language GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **R [8] 3.1.5** The student uses strategies to decode or comprehend the meaning of words in text by self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L) |  |
| **W [8] 3.3.4** The student writes and edits using conventions of Standard English by applying rules of capitalization (e.g., titles and proper nouns) | This is subsumed by Language Standard 2. |