

***GRADE 8 ENGLISH
LANGUAGE ARTS (ELA)
GLEs
Color Coded***

<i>GLE content to be taught and tested in Grade 8 ELA in 2012-13 and 2013-14</i>		
GLE #	Grade-Level Expectation Text	Aligned CCSS #
ELA.8.1	Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts	RL.8.4 RI.8.4 L.8.4 L.8.5 L.8.6
ELA.8.2	Interpret story elements, including: • stated and implied themes • development of character types (e.g., flat, round, dynamic, static) • effectiveness of plot sequence and/or subplots • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot • difference in third-person limited and omniscient points of view • how a theme is developed	RL.8.2
ELA.8.3	Interpret literary devices, including: • allusions • understatement (meiosis) • how word choice and images appeal to the senses and suggest mood and tone • the use of foreshadowing and flashback to direct plot development • the effects of hyperbole and symbolism	RL.8.4 RI.8.4 L.8.5
ELA.8.9	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices	RL.8.1 RL.8.2 RL.8.5 RI.8.1 RI.8.2 RI.8.3
ELA.8.12	Evaluate the effectiveness of an author's purpose	RI.8.6
ELA.8.13	Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval)	RI.6.8 RI.7.8 RI.8.8

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ELA.8.15	Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: • a clearly stated focus or central idea • important ideas or events stated in a selected order • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (anecdotes, relevant facts, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details)	W.8.1 W.8.2 W.8.4
ELA.8.17	Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure	W.8.4 L.8.3
ELA.8.18	Develop grade-appropriate compositions by identifying and applying writing processes such as the following: • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology	W.8.5 W.8.6
ELA.8.19	Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition	W.8.1 W.8.2 W.8.3
ELA.8.20	Use the various modes to write compositions, including: • short stories developed with literary devices • problem/solution essays • essays defending a stated position	W.8.1 W.8.3
ELA.8.21	Develop writing using a variety of literary devices, including understatements and allusions	L.8.5
ELA.8.22	Write for a wide variety of purposes, including: • persuasive letters that include appropriate wording and tone and that state an opinion • evaluations of advertisements, political cartoons, and speeches • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels	W.8.9
ELA.8.23	Use standard English capitalization and punctuation consistently	L.8.2

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ELA.8.24	Write paragraphs and compositions following standard English structure and usage, including: • varied sentence structures and patterns, including complex sentences • phrases and clauses used correctly as modifiers	L.8.3 L.8.1
ELA.8.25	Apply knowledge of parts of speech in writing, including: • infinitives, participles, and gerunds • superlative and comparative degrees of adjectives • adverbs	L.8.1
ELA.8.26	Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly	L.8.2
ELA.8.39	Locate and select information using organizational features of grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • organizational features of electronic information (e.g., Web resources including online sources and remote sites)	W.8.8
ELA.8.41	Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	W.8.8
ELA.8.44	Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies	W.8.6
ELA.8.45	Give credit for borrowed information following acceptable use policy, including: • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists	W.8.8

<i>GLEs, CCSS, extended CCSS content (highlighted) to be taught but not tested in 2012-13 and 2013-14</i>		
GLE #	Grade-Level Expectation Text	
ELA.8.28	Adjust diction and enunciation to suit the purpose for speaking	
ELA.8.29	Use standard English grammar, diction, syntax, and pronunciation when speaking	
ELA.8.32	Adjust volume and inflection to suit the audience and purpose of presentations	
ELA.8.33	Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion	
ELA.8.34	Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials)	
ELA.8.35	Deliver grade-appropriate persuasive presentations	
ELA.8.36	Summarize a speaker's purpose and point of view	
ELA.8.38	Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener)	
CCSS #	Common Core State Standard Text	Year to be Implemented
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ¹	2012-13
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	2012-13
RI.8.5	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.	2012-13
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	2012-13
RL.8.1 RI.8.1	Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as differences drawn from the text.	2012-13
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	2012-13

¹ The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

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RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	2012-13
RL.8.7	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.	2012-13
RL.8.9	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.	2012-13
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	2012-13
W.8.1	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 relevant evidence, using accurate, 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.	2012-13
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature. b. Apply <i>grade 8 Reading standards</i> to literary nonfiction.	2012-13
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2012-13
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the 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).	2013-14

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L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	2013-14
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2013-14
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	2013-14
RI.8.9	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.	2013-14
RL.8.3	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.	2013-14
SL.8.1	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 and decision-making, 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.	2013-14
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	2013-14
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.	2013-14

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W.8.6	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.	2013-14
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	2013-14

Asterisk * - Content to be taught during the transition years to prevent gaps in curriculum, but will not be tested until 2014-2015.

Reading and Responding – 58%

Standard 1: Read, Comprehend and Respond – 15% (GLEs 1,2, 3)

Standard 6: Read, Analyze, Respond to Literature – 17% (GLE) *Not addressed in the revised GLE chart or transitional LCC*

Standard 7: Apply Reasoning and Problem Solving Skills – 26% (GLEs 9, 12, 13)

Standard 2: Write Competently – 17% (GLEs 15, 17, 18, 19, 20, 21, 22)

Standard 3: Use Conventions of Language – 12% (GLEs 23, 24, 25, 26)

Standard 5: Locate, Select, Synthesize Information – 13% (GLE 39, 41, 44, 45)

NOT CURRENTLY ASSESSED