



ENGLISH LANGUAGE ARTS

&

Literacy in History/Social Studies,
Science and Technical Subjects

ARIZONA ACADEMIC CONTENT STANDARDS

GRADE EIGHT

Approved by the Arizona State Board of Education
June 28, 2010

Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p>K.RL.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>R00.S2C1.01: Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>R00.S3C1.03: Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>LS.R3: Share ideas, information, opinions, and questions.</p> <p>LS.R4: Listen and respond to stories, poems, and nonfiction.</p> <p>LS.R5: Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>R02.S3C2.01: Follow a set of written multi-step directions.</p> <p>R04.S3C2.02: Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>W02.S3C5.02: Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connections) b. text to world (social connection) c. text to text (compare within multiple texts) 	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

Grade 4 Reading Standards Foundational Skills

2010	2003	Observation of alignment
<p>4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R03.S1C3.01: Read multi-syllable words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p>9–10.W.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</p> <p>VP.P2: Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grades 8

2010 Reading Standards for Literature 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Student identifies specific instances in text that most strongly support an explicit or inferential analysis of the text. Citations may be written or orally presented. Students paraphrase or quote directly from text to support their analysis or inference in a formal (e.g., essay, literary response, summary, presentation, etc.) or informal (e.g., discussion, journal response, etc.) written or oral response to literature. Students read a piece of historical fiction and support the events using primary source documents. Connections: SS08.S1C1.05, SS08.S2C1.05, ET08.S3C2.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer Grade 8 Unit 1 As you read novels and/or short stories, take notes in your journal about the story characters, plot, theme, and setting. As you take notes about these categories, think about how the setting impacts the story. Be sure to note page numbers with relevant information that is explicitly stated or implied, so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • Who are the major character(s)? • What is the problem faced by the character(s)? How do/does he/she/they resolve the problem? • What is the theme of the novel (i.e., good vs. evil; overcoming challenges, etc.)? • What is the impact of the setting(s) on the characters? • Is the impact of the setting stated or implied? • What unique words and phrases are used to describe the setting(s)? <p>Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.8.1, RL.8.2, RL.8.4)</p>	<p>R08.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text. R08.S3C1.10 Make relevant inferences about expository text, supported by text evidence.</p>

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<p>8.RL.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; provide an objective summary of the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students identify theme or central idea as an underlying message an author conveys in a piece of writing. Students identify a theme or central idea in a text and follow it through an entire text. Students provide an objective summary of the theme or central idea as evidenced by character relationships, setting, and plot development.</p> <p>Student understands that theme is suggested by connections among setting, characters, and plot. Student describes the connections between these elements.</p> <p>In <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, the theme of “perseverance” is evident and can be followed throughout the chapters of the novel. Students explain how the theme changes or affects the characters, setting, and plot as well as how the plot, characters, and setting support the theme.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Write a Poem Grade 8 Unit 1</p> <p>Read haiku poems from <i>Stone Bench in an Empty Park</i> by Paul Janeczko and concrete poems from <i>Technically, It’s Not My Fault</i> by John Grandits. Next, compare the portrayal of the grocery bag in “Bag in the Wind” by Ted Kooser to “The Evolution of the Grocery Bag” by Hentry Petroski. How does the structure of each text impact the meaning? Write a concrete or haiku poem about a grocery bag and accompanied by a visual/digital illustration. Share your poem with your classmates. (RL.8.5, W.8.4, RL.8.2, RI.8.2, SL.8.6)</p>	<p>R06.S2C1.02 Identify the theme in works of prose, poetry, and drama.</p> <p>R06.S2C1.03 Describe the motivations of major and minor characters.</p> <p>R06.S2C1.05 Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</p> <p>R08.S2C1.01 Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p> <p>R08.S2C1.02 Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>R08.S2C1.03 Describe a character, based upon the thoughts, words, and actions of the character, the narrator’s description, and other characters.</p> <p>R08.S2C1.05 Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p> <p>R08.S2C1.06 Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.</p> <p>R08.S3C1.02 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p>

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students examine particular instances of dialogue or occurrences in a story that propel the action or advance the plot, reveal aspects of a character or develop a character, or provoke a decision. For example, in <i>A Separate Peace</i> by John Knowles, a student analysis reflects that when Phineas falls from the tree limb, the plot is advanced, aspects of character are made evident, and decisions are provoked. Students analyze historical events, speeches, etc., that reveal aspects of character or provoke a decision. Connection: SS08.S1C4</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade Unit 5 Choose your favorite selection from <i>Acolytes: Poems</i> by Nikki Giovanni or from <i>The Book of Questions</i> by Pablo Neruda. Talk with a classmate about the meaning of the poem chosen. Practice reading it, changing the words emphasized and inflection used. Perform it dramatically for your class, choosing two different interpretations. Be sure you can articulate how the different interpretations change the tone and mood of the poem. (RL.8.2, RL.8.3, SL.8.6)</p>	<p>R08.S2C1.06 Draw conclusions about style, mood, and meaning of literary text based on author's word choice.</p> <p>R09.S2C1.04 Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialogue.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students interpret the meaning of figurative language and connotations as they are used in a text. Students critique the impact of specific words to an author’s meaning and tone. Students make connections to outside text that is referenced by the author of the text they are reading. Students recognize analogies that an author presents (e.g., to current events, political satire, famous figures). Students analyze the impact of specific word choices on meaning and tone in historical and legal documents. Connections: SS08.S3C3.05; 07; 08; 09</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 8 Unit 1 Compare and contrast settings, characters, plots, and themes of the various novels you have read this year. Can you begin to make any generalizations about the impact the urban setting has on these stories? What are they? (SL.8.1, RL.8.4)</p>	<p>R08.S1C4.01 Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin). R08.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). R08.S1C4.03 Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast). R08.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language. R08.S2C1.06 Draw conclusions about style, mood, and meaning of literary text based on author’s word choice. R09.S1C4.03 Distinguish between the denotative and connotative meanings of words. R09.S1C4.04 Identify the meaning of metaphors based on common literary allusions.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The students compare and contrast the format or organization of two or more texts and explain how the structure of each affects or enhances the meaning and style. Students compare/contrast Maya Angelou’s <i>I Know Why the Caged Bird Sings</i> with Paul Laurence Dunbar’s poem, “Sympathy,” or Alicia Key’s song, “Caged Bird.” Students determine the impact of each structure to the meaning and style of each piece. Students compare/contrast two unrelated texts such as a magazine article on nutrition and the play, <i>Twelve Angry Men</i> by Reginald Rose, to determine the impact of the structure on meaning and style. Students compare and contrast two or more graphic representations of collected data to determine how each contributes to the meaning. Connections: SC08.S1C4.02, SS08.S2C1.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 8 Unit 2 After reading selections from <i>My America: A Poetry Atlas of the United States</i> by Lee Bennett Hopkins, select your favorite poem. How does the structure of poetry contribute to its meaning in a different manner than prose? What does the poem reveal about life in America? Write responses to these questions in your journal and share with a partner prior to reciting your favorite poem for your classmates. (RL.8.5, SL.8.6)</p>	<p>R08.S1C6.06 Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</p> <p>R08.S2C1.P02 Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>R08.S2C1.07 Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p> <p>R08.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R08.S2C2.02 Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p> <p>R09.S2C2.02 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>An audience or reader might have an omniscient point of view, when this is combined with the characters point of view, it may create effects such as suspense or humor. The students analyze how differing points of view in a text by characters or by an audience or reader can create suspense or humor. Students understand various types of point of view (e.g., limited omniscient, omniscient, first person, second person, third person, objective). For example, in Roald Dahl’s “The Hitch Hiker,” the audience is aware of the main character’s background, which creates suspense for the reader. This contrasts with the points of view of the other characters in the story. Another example in Edgar Allan Poe’s “The Telltale Heart” in which the reader is aware of the body beneath the floor boards, although the authorities are not. This creates suspense, especially as the main character’s point of view is revealed and he begins to “hear” the heart beating.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literary Response Grade 8 Unit 2 <i>Travels with Charley</i> by John Steinbeck is considered a travelogue. How does the structure contribute to the meaning in a manner different than poetry? Talk about your ideas with a partner. Then, in your journal, describe how Steinbeck uses point of view and other literary devices to convey his thoughts and feelings about America. Cite specific examples/page numbers from the text. (RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.6, L.8.1, L.8.2)</p>	<p>R08.S2C1.04 Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p> <p>R09.S2C1.04 Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p> <p>R11.S2C1.04 Explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p>

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2010 Reading Standards for Literature 6-12		
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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students read a text or script and then analyze whether the filmed or live production of the text or script is faithful to it. Students evaluate choices made by directors or actors to either stay faithful to or depart from the script.</p> <p>Students read William Golding’s novel, <i>Lord of the Flies</i> and then watch the movie to analyze the choices made by the directors or actors to either stay faithful to or depart from the events, characters, etc., in the original novel.</p> <p>Students view a dramatic portrayal of a historical event or character to analyze the extent to which it stays faithful or departs from the historical accuracy of the event or character and evaluate the choices made by the director or actors of the dramatic portrayal.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer Grade 8 Unit 5</p> <p>As you read plays (and view the films), take notes in your journal about particular lines of dialogue or incidents that propel the action, reveal aspects of a character, or provoke a decision. Be sure to note page numbers with relevant information so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • What is the setting of the play? • Who are the major and minor characters? • What is the theme of the play? • What problems are faced by the character(s)? How does he/she overcome this challenge? • Which lines of dialogue or events were pivotal to the play? Why? • Describe the use of literary techniques, such as flashback, in the play. How do these reveal the point of view of the character and create suspense? <p>Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.8.3, RL.8.6, RL.8.7, RL.8.1, RL.8.2)</p>	<p>R08.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>VP.E1 Analyze visual media for language, subject matter, and visual techniques used to influence opinions, decision making and cultural perceptions.</p> <p>VP.E3 Compare, contrast, and establish criteria to evaluate visual media for purpose and effectiveness.</p>
<p>8.RL.8 (Not applicable to literature)</p>		<p>n/a</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will analyze a modern work of fiction to recognize themes, patterns of events, or character types from well-known myths, stories, religious works, etc. Students will then explain how the concepts, theme, characters, or framework has been reinvented to become contemporary. Students should have knowledge of characterization techniques (e.g., direct, indirect, etc.), themes, and universal themes (e.g., change, power, conflict, order vs. chaos).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer Grade 8 Unit 3 As you read historical fiction, take notes in your journal about the story characters, plot, themes, patterns of events, and setting. As you take notes about these categories, continue to think about how the historical setting impacts the story. Be sure to note page numbers with relevant information, or mark your text with sticky notes, so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • Who are the major character(s)? • Do they remind you of any character types from myths or other traditional stories? How? • What is the problem faced by the character(s)? How does he/she/they resolve the problem? • What is the theme of the novel (i.e., good vs. evil, overcoming challenges, etc.)? • What is the impact of the historical setting(s) on the characters, plot, or theme? • Are there any recognizable patterns of events? What are they and of what do they remind you? Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. <p>(RL.8.5, RL.8.1, RL.8.2, RL.8.9)</p>	<p>R08.S1C6.05 Connect information and events in text to experience and to related text and sources.</p> <p>R08.S2C1.02 Compare (and contrast) themes across works of prose, poetry, and drama.</p> <p>R09.S2C1.03 Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare-short stories, novels, short stories, poems).</p> <p>R09.S3C1.01 Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p> <p>R10.S2C1.03 Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p> <p>R11.S2C2.02 Relate literary works to the traditions, themes, and issues of their eras.</p>

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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>8.RL.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.</p>	<p>Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Source: commoncore.org</p> <p>Introductory Activity (for the year) Grade 8 Unit 1 You will be reading a variety of literature and informational texts this year, and perhaps even some genres you haven't read before. Your teacher will give you a list of twenty genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles. One of your goals by the end of the year is to read books from at least four genres that are new to you. (RL.8.10, RI.8.10)</p>	<p>R03.S1C5.01: Consistently read grade-level text with at least 90 percent accuracy. R08.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). R08.S1C6 Employ strategies to comprehend text.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>The student will be able to identify specific instances in text that most strongly support an explicit or inferential analysis of the text. Citations may be written or orally presented. Students paraphrase or quote directly from the text to support their analysis or inference in a formal or informal written or oral response. Students will read and analyze a piece of text (Amendments to the Constitution, Supreme Court cases, etc.) and cite evidence from the text to support their analysis. Connections: SS08.S3C3.05; 07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity/Class Discussion Grade 8 Unit 4 Read <i>Museum ABC</i> or <i>Museum Shapes</i> by the Metropolitan Museum of Art with the class. What is the author’s purpose in creating these texts? How do these books provide a different way of looking at art and artists? How is this presentation similar to or different from information you find online? Consider creating your own ABC book of art and artists as a class. (RI.8.1, RI.8.6, RI.8.7)</p>	<p>R08.S1C6.07 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p> <p>R08.S3C1.01 Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>R08.S3C1.10 Make relevant inferences about expository text, supported by text evidence.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will understand that a central idea is an underlying message an author conveys in a piece of writing. Students will identify the central idea in a text and follow it through the entire selection. Students will provide an objective summary of the central idea as evidenced by including details from the text that support the central idea. Students will summarize texts to identify relevant and important information and central ideas. Students will be able to read an essay of factors leading to the Revolutionary War and identify the central idea (factors leading to the Revolutionary War), identify more than one factor and details describing the factor, analyze the main idea’s development throughout the essay by stating connections between the factors, and will either write or orally present their summary. Students will be able to examine the Constitution to determine a central idea. Students will then analyze the development of the central idea over the course of the text. Connection: SS08.S1C4.04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity/Class Discussion Grade 8 Unit 2 Your teacher will read <i>A Mountain Alphabet</i> by Margriet Ruurs or <i>P is for Piñata: A Mexico Alphabet</i> by Tony Johnston to the class. What is the author’s purpose in creating these texts? How are these books presenting rural life as a contrast to the previous study of urban life? What are the advantages and disadvantages to using picture books to examine setting? How is this presentation similar to, or different from, information you find online? Write responses to these questions in your journal and share with a partner prior to class discussion. Consider creating your own ABC book while reading the stories in this unit, and you will find it can be as easy or as complex as you choose to make it. (RI.8.1, RI.8.2, RI.8.6, RI.8.7)</p>	<p>R08.S3C1.01 Restate the main idea (explicit or implicit) and supporting details in expository text. R08.S3C1.02 Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order. R08.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text. R08.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic. W08.S3C2.02 Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will be able to explain how a text makes connections between individuals, ideas, and events. Students will be able to explain how a text makes distinctions between individuals, ideas, and events. Students read an informational article or other informational text (travel document/brochure, website, encyclopedia, etc.) about an event, individual, etc. and explain how the author draws comparisons or makes connections or analogies.</p> <p>Students will be able to read text that explains the Electoral College. Students will explain how a candidate can be elected president without receiving a majority of the popular vote and describe how George W. Bush was elected president in 2000 instead of Al Gore. Connections: SS08.S3C2.03; 04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 8 Unit 1 Read various informational texts about New York City, from books about the architecture in Manhattan to books about the events of September 11, 2001. Analyze how different texts make connections and distinctions among individuals, ideas, or events. Write your thoughts in your journal, share ideas with a partner, and revise your ideas if desired. (RI.8.1, RI.8.3, RI.8.7, RI.8.9, SL.8.2, L.8.1, L.8.2)</p>	<p>R08.S3C1.09 Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</p> <p>R08.S3C1.10 Make relevant inferences about expository text, supported by text evidence.</p> <p>R08.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p> <p>R09.S3C1.06 Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will interpret the meaning of figurative language, connotations, and technical meanings as they are used in a text. Students will critique the impact of specific words to an author’s meaning and tone. Students will read text, (e.g., the Preamble to the Constitution or the Declaration of Independence), interpreting the impact of words and phrases on the text. Students will identify and interpret meaning and tone based on specifically chosen words from the text. Students will be able to analyze the impact of specific word choices on the meaning and tone of a historical or legal document. Connections: SS08.S1C4.04, SS08.S3C1.01, SS08.S3C3.05; 07; 08; 09</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Response Grade 8 Unit 3 Read the Preamble and First Amendment to the United States Constitution and compare this to how they are presented in <i>We the People</i> by Peter Spier. Discuss how the illustrations help you to understand the text. Then read <i>Words We Live By: Your Annotated Guide to the Constitution</i> by Linda R. Monk and discuss how the annotations help you further. Write responses to these questions in your journal and share with a partner prior to class discussion. Then do the following:</p> <ul style="list-style-type: none"> • Summarize what you learned by outlining the main ideas behind the Preamble to the Constitution and the First Amendment by creating a comic strip of key ideas. Be sure to note the page/paragraph numbers that each box refers to so you can go back and cite the text during class discussion. (RI.8.1, RI.8.2, RI.8.7, RI.8.9, L.8.3, SL.8.5) • Make a list of new vocabulary words that you learned from this book and encounter in other (fictional) texts read. (RI.8.4) 	<p>R08.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). R08.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language. R08.S3C1.12 Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purpose. R08.S3C3.03 Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses. R09.S1C4.03 Distinguish between the denotative and connotative meanings of words.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will explain why a specific paragraph is structured in a specific way. Students will explain how each sentence in a paragraph helps to explain, develop, and refine the topic of that paragraph. Students will read text, e.g., a technical manual, step-by-step directions, etc., to understand the role particular sentence plays in developing and refining a key concept. Students will analyze text (e.g., the Marshall Plan, Truman Doctrine, Jim Crow Laws, etc.) to understand the role particular sentences play in developing and refining a key concept. Connection: SS08.S3C4.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity/Class Discussion Grade 8 Unit 1 Your teacher will read <i>Alphabet City</i> and <i>City by Numbers</i>, both by Stephen Johnson, to the class. What is the author’s purpose in creating these texts? How can we use this to begin looking at cities (urban settings) in a different way? What are the advantages and disadvantages to using picture books to examine setting? Write responses to these questions in your journal and share with a partner prior to class discussion. (RI.8.1, RI.8.5, RI.8.6)</p>	<p>R08.S3C1.09 Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect, logical order, classification schemes) of expository text to aid comprehension.</p> <p>R08.S3C2.01 Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>R08.S3C2.02 Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p> <p>R08.S3C2.03 Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>R08.S3C2.04 Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p>R09.S3C1.07 Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will determine the point of view or purpose in text. Students will identify where and critique how the author acknowledges and responds to conflicting evidence/viewpoints within the text.</p> <p>Students will read text in which the author presents more than one perspective. Students will identify author’s point of view, as well as additional points of view. Students will analyze how the author acknowledges and responds to the conflicting viewpoints.</p> <p>Students will read a journal article, editorial, etc., refuting a previously held hypothesis to analyze how the author has acknowledged and responded to conflicting evidence or other viewpoints.</p> <p>Connections: SC08.S2C2.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 8 Unit 2 What “power of nature” does Rachel Carson find in “The Marginal World”? How does the structure contribute to the meaning? Talk about your ideas with a partner. Then, in your journal, include the phrase “the shore has a dual nature” in your explanation, and cite additional support from the text. (RI.8.1, RI.8.2, RI.8.3, RL.8.4, RI.8.5, RI.8.6, L.8.1, L.8.2)</p>	<p>R08.S3C1.04 Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>R08.S3C3.01 Determine the author’s specific purpose for writing the persuasive text.</p> <p>R08.S3C3.02 Evaluate the effectiveness of the facts used to support and author’s argument regarding a particular idea, subject, concept, or object.</p> <p>R08.S3C3.04 Identify specific instances of bias in persuasive text.</p> <p>R11.S3C3.02 Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will examine different mediums on a particular topic or idea to determine the advantages and disadvantages for each type. Students will evaluate the advantages and disadvantages of presenting information in a variety of ways. Students read text explaining Mendelian Genetics, conduct an experiment using Mendelian principles, visit a website such as University of Arizona’s “Biology Project,” and view a short video about Mendel and his experiments and then evaluate the advantages and disadvantages of using each medium to present the information. Connection: SC08.S2C1.02 Students will view the following items and evaluate the advantages and disadvantages of using the following mediums to learn about a specific concept in this case:</p> <ul style="list-style-type: none"> • George Washington crossing the Delaware on December 25, 1776, to attack Trenton, New Jersey. • view the 1851 oil-on-canvas painting by German American artist Emanuel Gottlieb Leutze • the description of the crossing from the book <i>1776</i>, written by David McCullough • the section from the school textbook detailing this crossing • “The Crossing,” a movie directed by Robert Harmon <p>Connection: SS08.S1C4.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Report Writing Grade 8 Unit 3 Choose an event from America’s past to research, focusing on the connections among individuals, ideas, and events. Draw on several sources, including a variety of literary, informational, and multimedia texts find multiple perspectives on an event. Write a report and work with classmates to strengthen the quality of your report. Prior to publishing, integrate multimedia and/or visual displays into your report to clarify information and strengthen your claims with evidence. Present your report to the class and upload it to a class webpage for this unit. (RL.8.6, RI.8.3, RI.8.6, RI.8.7, RI.8.8, W.8.2, W.8.7, W.8.5, W.8.6, L.8.3, SL.8.4, L.8.5, L.8.1, L.8.2, L.8.3)</p>	<p>R08.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic. VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions. VP.E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will read text that contains a specific case and lines of reasoning. Students will identify and specify the lines of reasoning. Students will evaluate whether or not the reasoning is valid and if the reasoning is relevant, pertinent, and sufficient enough to support the case. Students will be able to identify when unrelated facts are included. Students will read a position paper, (i.e., letters to the editor, political essays, editorials, opinionated historical or non-historical documents, etc.), and critique the paper according to the standard. Students will be able to read a scientific report from periodicals, television, or other media to evaluate the argument and specific claims and determine when irrelevant evidence is introduced. Students will assess whether the reasoning is sound and the evidence is relevant and specific. Connections: SC08.S1C3.05; 07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response Grade 8 Unit 6 After reading “Trek 7, The Fractal Pond Race” from <i>Math Trek: Adventures in the Math Zone</i> by Ivars Peterson and Nancy Henderson, respond to the following question in your journal: “How did Benoit Mandelbrot follow Robert Frost’s ‘The Road Not Taken’ in his approach to fractals? What can we learn from him?” (RI.8.1, RI.8.6, RI.8.8, W.8.4, RI.8.10, W.8.9, L.8.1, L.8.2, L.8.3, L.8.5)</p>	<p>R08.S3C2.02 Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p> <p>R08.S3C2.04 Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p> <p>R08.S3C3.02 Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object.</p> <p>R08.S3C3.04 Identify specific instances of bias in persuasive text.</p> <p>R09.S3C1.02 Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p> <p>R09.S3C3.03 Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Students will read two or more texts on the same topic but containing conflicting information. Students will identify where the texts disagree and analyze whether the texts disagree due to fact or due to interpretation of the text.</p> <p>Students will read articles/essays/position papers on topics of ethical controversy (e.g. stem cell research, global warming, socialized healthcare, affirmative action, illegal immigration, school prayer, tax reform).</p> <p>Students will identify differences between texts.</p> <p>Students will delineate whether texts disagree due to facts presented (pro/con) or whether texts disagree due to reader interpretation of the facts.</p> <p>Students will be able to read scientific reports about a same topic in which conflicting information is presented to analyze the information and interpretation of the author.</p> <p>Students will be able to read historical accounts of the same event (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965) by more than one author in which conflicting information is presented to analyze the information and interpretation of the author or speaker.</p> <p>Connections: SS08.S1C1.08, SS08.S1C9.06, SS08.S2C1.08, SC08.S1C3.06; 07</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Media Appreciation/Class Discussion Grade 8 Unit 1 Compare and contrast the poem “Chicago” by Carl Sandburg and the non-fiction book <i>The Great Fire</i> by Jim Murphy. These take place in the same city. How is the urban setting portrayed in each? How does the structure of each lend credence to its meaning? Write your thoughts in your journal and share with a partner prior to class discussion. (RI.8.1, RI.8.9, RL.8.7, RL.8.5)</p>	<p>R08.S3C1.03 Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>R08.S3C1.11 Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p> <p>R10.S3C1.02 Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p> <p>R11.S3C1.04 Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>8.RI.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.</p> <p>AZ.8.RI.10 a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Source: ADE/ELA Committee See Appendices A & B for Text Complexity</p> <p>Source: commoncore.org</p> <p>Introductory Activity (for the year) Grade 8 Unit 1 You will be reading a variety of literature and informational texts this year, and perhaps even some genres you haven't read before. Your teacher will give you a list of twenty genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.) from which to select titles. One of your goals by the end of the year is to read books from at least four genres that are new to you. (RL.8.10, RI.8.10)</p>	<p>R03.S1C5.01 Consistently read grade-level text with at least 90 percent accuracy.</p> <p>R08.S1C5.01 Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p> <p>R08.S1C6 Employ strategies to comprehend text.</p> <p>R08.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R08.S3C2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>

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2010 Writing Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will write arguments based on a thesis (e.g., persuasive essays or letters, paragraphs, debates, speeches, multimedia presentations, documents designed to convince, influence, or sway, etc.) and will support their claims with clear reasons and relevant, credible evidence. Writing an argument includes establishing and developing a controlling idea, supporting arguments with detailed evidence, including persuasive techniques, excluding irrelevant information, and attributing or citing sources of information as necessary using a standard, recognized format.</p> <p>Students may use a variety of writing formats to meet the standard including write a letter to the principal arguing that more elective classes should be offered, write an essay to argue the need to recycle, craft a debate about whether uniforms should or should not be required at school, write a speech outlining why to elect someone for a student council office.</p> <p>Students will keep a record of observations, notes, questions, and ideas to support or reject a proposed hypothesis using written or computer logs.</p> <p>Students will write an argument to support their claim with relevant evidence.</p> <p>Connections: SC08.S1C2.02;05, SS08.S4C1.01, ET08.S4C1.01, ET08.S4C2.01;02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Speech Writing/Presentation Grade 8 Unit 6 Compare the societal discriminations the Logan family experienced in <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (read in unit 2) to the gender discrimination in <i>Little Women</i> by Louisa May Alcott. How are the characters' experiences similar yet different? Write a speech where you argue which form of discrimination is more detrimental, cite specific passages from the texts, and present your speech to the class. (RL.8.1, RL.8.2, RL.8.3, RL.8.10, W.8.1, W.8.4, L.8.5, L.8.1, L.8.2, L.8.3, L.8.5)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p> <p>R08.S3C3.04 Identify specific instances of bias in persuasive text.</p> <p>W08.S3C4.01 Write persuasive text (e.g., essay, paragraph, written communications) that:</p> <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information e. attributes sources of information when appropriate

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (continued next page)</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will write informative/explanatory texts based on a thesis (e.g., expository or descriptive essay, report, summary, paragraph, informational letter, press release, contribution to an informational website, newspaper article, multimedia presentations, etc.). Informative/explanatory writing includes information related to the topic (e.g., observations, notes, lists, charts, map labels and legends), a thesis statement, topic sentence(s), supporting details, relevant information, introductory, body, and concluding paragraphs. Students may use a variety of writing formats to meet the standard. Students write:</p> <ul style="list-style-type: none"> • an informative/explanatory text about a topic they are studying in science, social studies • an expository essay about their favorite summer activity • a descriptive essay about a favorite food • a press release or newspaper article about a current political event, technological advancement, scientific discovery • an informational letter about how knowledge of math, science, music is relevant to their life outside of school <p>Students will write an informative/explanatory essay about a historical event (e.g., the Tea Act, Stamp Act, Boston Massacre, etc.) using relevant content, ideas, concepts, and information. Connections: SS08.S1C4.01 SS08.S1C1.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literary Response Grade 8 Unit 6 Compare the allegorical nature of <i>Lord of the Flies</i> by William Golding to Ernest Hemingway’s <i>The Old Man and the Sea</i> in your journal. What important symbols are used in each novel? How is the use of symbolism integral to these novels? Write an informative essay comparing and contrasting the similarities and differences in these novels, citing specific page numbers for explicit and implicit text references. Share your essay with a partner, and discuss as a class. (W.8.2, W.8.4, SL.8.1, RL.8.4, RL.8.5, RL.8.9)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p> <p>W08.S3C2.02 Write a summary based on the information gathered that include(s):</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>W08.S3C2.03 Write an explanatory essay that includes:</p> <ol style="list-style-type: none"> a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs <p>W08.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
8.W.2 (continued)		
<ul style="list-style-type: none"> 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. 		

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (continued next page) 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.</p>		<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p> <p>W08.S3C1.01 Write a narrative that includes:</p> <ul style="list-style-type: none"> a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone <p>W08.S3C1.02 Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</p> <ul style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>(continued)</p> <p>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 relationship among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AZ.8.W.4 a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, charts, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will construct a timeline of a historical era being studied. Students will construct charts and graphs using historical data. Students will keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. Students will design a controlled investigation to support or reject a hypothesis. Students will create innovative products or projects using digital tools to express original ideas.</p> <p>Connections: SS08.S1C1.03, SS08.S2C1.03, SS08.S1C1.01, SS08.S2C1.01, SC08.S1C2.05, SC08.S1C2.02, ET08.S1C4.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 8 Unit 2 Write a response to the essential question: “What makes the rural setting unique to these stories?” Make sure to include words and phrases learned as part of word study, including figurative and connotative language. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast on the class webpage for this unit. (W.8.4, W.8.9, SL.8.1, L.8.1, L.8.2)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p> <p>W08.S3C3.01 Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</p> <p>W08.S3C3.03 Write a friendly letter that includes a:</p> <ol style="list-style-type: none"> a. heading b. salutation c. body d. closing e. signature <p>W08.S3C3.04 Write a formal letter than follows a conventional business letter format.</p> <p>W08.S3C3.05 Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. An appropriate return address b. An appropriate recipient address

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<p>8.W.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Writing an Argument Grade 8 Unit 2 What has been the most memorable presentation of rural America you have read? What made it memorable to you? How did having urban settings to contrast with help or hinder the powerful effect of the piece you chose? Write an argument and support your claims with clear reasons and relevant evidence. (If needed, you may conduct brief research on your rural area choice and incorporate those facts into your argument). Publish your story on a class blog and request feedback on the strength of your argument from your classmates. (W.8.1, W.8.7, W.8.5, W.8.6, L.8.1, L.8.2)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p>

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>8.W.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers create a rubric to assist in expectations of keyboarding skills (e.g. margins, spacing, font size, font style, etc.). Teachers provide “on-demand” writing for students by limiting the amount of time permitted to complete the assignment. Teachers provide opportunities for students to review writing collaboratively using a peer review process, checklists, rubrics, etc. Students will communicate and collaborate with peers, experts, or others employing a variety of digital tools for the purpose of producing an original work or to solve a problem. Connections: ET08.S2C1.01, ET08.S2C2.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay/Narrative Writing/Multimedia Presentation Grade Unit 6 Based on your experiences reading novels and viewing related films, as well as literature read this year, write a response to the essential question: “How can literature help us define the greater good?” After your teacher reviews your first draft, you may choose to write your own narrative that reveals your definition of “the greater good” or develop a multimedia presentation where this definition is implied. In your narrative or presentation, include references to specific examples of what you learned from novels read and films viewed about characters, the impact of settings, and pivotal lines of dialogue. Incorporate a variety of words learned this year. Publish your essay, story, or multimedia presentation as your culminating project for eighth grade. (W.8.3 W.8.5, W.8.6, W.8.8, W.8.9, W.8.10, SL.8.4, SL.8.5, L.8.5, L.8.6, L.8.1, L.8.2, L.8.3)</p>	<p>See Writing Addendum: Writing Process W08.S1</p> <p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>8.W.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, information that is correctly cited using a standard, recognized format, and main idea(s) and relevant details. Students write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used. Students will communicate the results of an investigation they have conducted to answer a self-generated question and present their analyses and conclusions in a clear, concise format. Students will conduct a short research project in which they identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations. Students will draw on several sources for their information. Students will locate and synthesize information utilizing advanced search strategies to conduct research about a particular topic. Students will formulate questions about content studied that can be answered by historical study and research. Connections: SC08.S1C4.01, 03, 05, SC08.S2C1.01, ET08. S3C2, PO1, SS08.S1C1.04, SS08.S2C1.04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response/Report Writing Grade 8 Unit 5 How are playwrights or public speakers similar and different from authors? Choose a playwright or public speaker to research. As you read about his/her life, determine the author's point of view or purpose in writing the text, and analyze how it impacts your understanding of the person's life. Work with classmates to strengthen your writing through planning, revising, and editing your report. Publish your report on a class wiki about playwrights or public speakers. (RI.8.1, RI.8.2, RI.8.3, RI.8.6, W.8.7, W.8.5, W.8.6, W.8.2. f, L.8.1a, b, c, d, L.8.2., L.8.3, L.8.5)</p>	<p>R08.S3C1.06 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p> <p>R08.S3C1.07 Differentiate between primary and secondary source materials.</p> <p>W08.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details <p>W08.S3C6.02 Write an informational report that includes:</p> <ul style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used <p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>8.W.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will gather information from a variety of sources (e.g., Internet websites, encyclopedias, journal or magazine articles, newspaper articles, experts, etc.). Students will predict the most effective keywords and phrases to use in information searches, determine which informational source will provide the desired data, evaluate the credibility of sources, and respect copyrights by citing resources appropriately. Students will use quotations correctly and/or paraphrase information to avoid plagiarism. Students will cite sources in a standard recognized format, i.e., MLA or APA, both in the text and in the works cited. Connections: SS08.S1C1.06, SS08.S2C1.06, ET08.S3C1</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay/Narrative Writing/Multimedia Presentation Grade 8 Unit 6 Based on your experiences reading novels and viewing related films, as well as literature read this year, write a response to the essential question: “How can literature help us define the greater good?” After your teacher reviews your first draft, you may choose to write your own narrative that reveals your definition of “the greater good” or develop a multimedia presentation where this definition is implied. In your narrative or presentation, include references to specific examples of what you learned from novels read and films viewed about characters, the impact of settings, and pivotal lines of dialogue. Incorporate a variety of words learned this year. Publish your essay, story, or multimedia presentation as your culminating project for eighth grade. (W.8.3, W.8.5, W.8.6, W.8.8, W.8.9, W.8.10, SL.8.4, SL.8.5, L.8.5, L.8.6, L.8.1, L.8.2, L.8.3)</p>	<p>R08.S3C1.05 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.</p> <p>R08.S3C1.06 Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose.</p> <p>R08.S3C1.07 Differentiate between primary and secondary source materials.</p> <p>R08.S3C1.08 Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</p> <p>W08.S3C2.01 Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p>

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Research to Build and Present Knowledge		Strands, Concepts, and Performance Objectives
<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 8 Unit 1 After reading various literature (fiction, poetry, plays, and non-fiction) about urban America, write a response to the essential question: “What makes the urban setting unique to these stories?” Make sure to include words and phrases learned from your reading, including figurative and connotative language. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast on the class webpage for this unit. (W.8.2, W.8.4, W.8.9, SL.8.1, L.8.1, L.8.2)</p>	<p>R08.S2C1 Identify, analyze, and apply knowledge of the structures and elements of literature.</p> <p>R08.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>W08.S3C5.01 Write a response to literature that:</p> <ol style="list-style-type: none"> a. presents several clear ideas b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media c. relates own ideas to supporting details in a clear and logical manner d. provides support adequate to the literary selection (e.g., short poem vs. novel)

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Range of Writing		Strands, Concepts, and Performance Objectives
<p>8.W.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay/Narrative Writing/Multimedia Presentation Grade 8 Unit 6 Based on your experiences reading novels and viewing related films, as well as literature read this year, write a response to the essential question: “How can literature help us define the greater good?” After your teacher reviews your first draft, you may choose to write your own narrative that reveals your definition of “the greater good” or develop a multimedia presentation where this definition is implied. In your narrative or presentation, include references to specific examples of what you learned from novels read and films viewed about characters, the impact of settings, and pivotal lines of dialogue. Incorporate a variety of words learned this year. Publish your essay, story, or multimedia presentation as your culminating project for eighth grade. (W.8.3, W.8.5, W.8.6, W.8.8, W.8.9, W.8.10, SL.8.4, SL.8.5, L.8.5, L.8.6, L.8.1, L.8.2, L.8.3)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p>

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>8.SL.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.</p> <p>(continued next page)</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 8 Unit 2 Compare and contrast settings, characters, plots, and themes among the various novels read as well as to those with urban settings from the previous unit. Can you begin to make any generalizations about the impact the rural setting has on these stories? What are they? (SL.8.1, RL.8.4)</p>	<p>LS.R3 Share ideas, information, opinions, and questions.</p> <p>LS.R5 Participate in group discussions.</p> <p>LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS.E4 Predict, clarify, analyze, and critique a speaker's information and point of view.</p>

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Comprehension and Collaboration		
8.SL.1 (continued) 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.		

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (partial alignment: does not analyze, does not address diverse media or evaluating motives)</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion Grade 8 Unit 4 Look at a variety of art: fine art, illustrations, ads, pictorial histories, etc. Evaluate the motives (e.g., social, commercial, political) behind each presentation. How does the motivation impact the message? Why? Write responses to these questions in your journal and share with a partner prior to class discussion. (SL.8.2, SL.8.1)</p>	<p>VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.</p> <p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p> <p>R08.S3C3.01 Determine the author's specific purpose for writing the persuasive text.</p> <p>W08.S3C6.01 Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:</p> <ol style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source b. main idea(s) and relevant details
<p>8.SL.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Poetry Response/Class Discussion Grade 8 Unit 2 Respond to this line from the poem "Mending Wall," by Robert Frost: "Good fences make good neighbors." Why does this surface contradiction make sense, not only in the context of the poem, but also in daily life? How does the structure contribute to the meaning? Write responses to these questions in your journal and share with a partner prior to class discussion. (RL.8.1, RL.8.2, RL.8.4, RL.8.5, SL.8.1, SL.8.3)</p>	<p>LS.E4 Predict, clarify, analyze and critique a speaker's information and point of view.</p> <p>LS.P5 Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.</p>

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Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.SL.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Reflective Essay Grade 8 Unit 3 Write a response to the essential question: “How is learning history through literature different than learning through informational texts?” Make sure to include words and phrases learned as part of word study, including figurative and connotative language, and refer to literature and informational texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast, or other multimedia format, on the class webpage for this unit. (W.8.4, W.8.9, SL.8.1, SL.8.4, L.8.3, L.8.1, L.8.2, L.8.3)</p>	<p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS.E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> <p>LS.P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p> <p>W08.S3C6.02 Write an informational report that includes:</p> <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement e. a list of sources used

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity Grade 8 Unit 6 Read “The Road Not Taken” by Robert Frost. Talk with a classmate about what you think the poem means, both literally and figuratively. Write your ideas down in your journal. We will revisit this poem at the end of the unit to see if our thoughts and ideas have changed. (RL.8.2, RL.8.4, SL.8.5)</p>	<p>VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images.</p>
<p>8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 8 Unit 4 After reading selections from <i>Is This Forever, or What?: Poems & Paintings from Texas</i> by Naomi Shihab Nye, select your favorite poem. How does the structure of the poem selected contribute to its meaning and style? How does the point of view of the author create effects such as suspense or humor? Share your insights with a partner and then perform your favorite poem for your classmates. (RL.8.5, SL.8.6)</p>	<p>See Writing Addendum: Writing Elements W08.S2</p> <p>LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS.P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p>

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2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Response/Report Writing Grade 8 Unit 5 How are playwrights or public speakers similar to and different from authors? Choose a playwright or public speaker to research. As you read about his/her life, determine the author's point of view or purpose in writing the text, and analyze how it impacts your understanding of the person's life. Work with classmates to strengthen your writing through planning, revising, and editing your report. Publish your report on a class wiki about playwrights or public speakers. (RI.8.1, RI.8.2, RI.8.3, RI.8.6, W.8.7, W.8.5, W.8.6, W.8.2, L.8.1, L.8.2, L.8.3, L.8.5) –</p>	<p>See Writing Addendum: Writing Elements W08.S2, WHS.S2</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Literary Response Grade 8 Unit 3 Compare the two sides of the American Revolution as presented in <i>George vs. George: The American Revolution As Seen from Both Sides</i> by Rosalyn Schanzer. Or, compare the “traditional” story you were told of Thanksgiving to the one presented in <i>1621: A New Look at Thanksgiving (I Am American)</i> by Catherine O’Neil. In your journal, describe how an author’s point of view influences their thoughts and feelings about America. What specific lines or incidents helped you to re-examine your pre-conceived notions about these events? Cite specific examples/page numbers from the text. (RL.8.1, RL.8.2, RL.8.3, RL.8.6, W.8.9, L.8.1, L.8.2, L.8.3)</p>	<p>See Writing Addendum Writing Process W08.S1 Writing Elements W08.S2, WHS.S2</p>

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2010 Language Standards 6-12		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Knowledge of Language		Strands, Concepts, and Performance Objectives
<p>8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Literary/Informational Text Response Grade 8 Unit 3 <i>Girls: A History of Growing Up Female in America</i> by Penny Colman presents the female perspective throughout history as revealed in diaries, memoirs, letters, photographs, and popular magazines. Compare this to John Adams’ “Letter on Thomas Jefferson.” What do these texts reveal about the historical time period they were written in/about? Talk about your ideas with a partner. Then, in your journal, describe how an author’s point of view influences readers’ thoughts and feelings about America. Cite specific examples/page numbers from the text. (RL.8.1, RI.8.1, RL.8.2, RI.8.2, RL.8.3, RI.8.3, RI.8.6, RI.8.9, W.8.9, L.8.1, L.8.2, L.8.3)</p>	<p>See Writing Addendum: Writing Process W08.S1 Writing Elements W08.S2</p> <p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>8.L.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. (continued next page) a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Word Study (1) Grade 8 Unit 2 Where do words come from? How does knowing their origin help us not only to spell the words, but also to understand their meaning? Add words found, learned, and used throughout your reading to your personal dictionary (e.g., rural, agrarian, agriculture, hamlet, village, country, countryside, rustic, etc.). This dictionary will be used all year long to explore the semantics (meanings) of words and their origins. (L.8.4)</p>	<p>R08.S1C4.01 Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin). R08.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). R08.S1C4.03 Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast). R08.S1C4.05 Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries and CD-ROM and the Internet when available. R09.S1C4.02 Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>8.L.4 (continued)</p> <p>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 its precise meaning or its part of speech.</p> <p>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).</p>		

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students will understand that a figure of speech is language that is used in a non-literal way. Students will understand that words and/or groups of words have relationships that can assist in comprehension, acquisition, and usage. Students will understand that associating words with similar definitions can aid in comprehension, acquisition, and usage.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Reflective (Argument) Essay Grade 8 Unit 5 Based on your experiences reading and performing plays and/or poetry, write a response to the essential question: “How is reading a script for a play or speech or poem different than actually performing dramatically?” Which do you prefer and why? Cite specific examples from poems, speeches, or plays read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast, or other multimedia format, on the class webpage in order to facilitate sharing with your classmates. (W.8.1, W.8.4, W.8.9, SL.8.1, L.8.1, L.8.2, L.8.3, L.8.5)</p>	<p>R08.S1C4.02 Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>R08.S1C4.04 Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</p> <p>R09.S1C4.04 Identify the meaning of metaphors based on common literary allusions.</p>

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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
8.L.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.		See Writing Addendum Writing Elements W08.S2