

Summary of Changes Document 2010 AZ English Language Arts Standards

Grade 8 Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	8.RL.1: n/a	
R06.S2C1.02: Identify the theme in works of prose, poetry, and drama. R06.S2C1.03: Describe the motivations of major and minor characters. R06.S2C1.05: Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.	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.	From G6 to G8
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.	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.	From G9 to G8
	Craft and Structure	
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.	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.	From G9 to G8
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).	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.	From G9to G8
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. (partial alignment: does not analyze or address creating effects). R11.S2C1.04: Explain the writer’s use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.	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.	From G9 to G8 From G11 to G8
	Integration of Knowledge and Ideas	
	8.RL.7-8: n/a	
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). 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. 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). R11.S2C2.02: Relate literary works to the traditions, themes, and issues of their eras.	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.	From G9 to G8 From G10 to G8 From G11 to G8
	Range of Reading and Level of Text Complexity	
	8.RL.10 n/a	

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Grade 8 Reading Standards for Informational Text

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
	8.RI.1-2: n/a	
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.	8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	From G9 to G8
	Craft and Structure	
R09.S1C4.03: Distinguish between the denotative and connotative meanings of words.	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.	From G9 to G8
R09.S3C1.07: Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	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.	From G9 to G8
R11.S3C3.02: Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.	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.	From G11 to G8
	Integration of Knowledge and Ideas	
	8.RI.7: n/a	
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. 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.	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.	From G9 to G8
R10.S3C1.02: Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques. 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.	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.	From G10 to G8 From G11 to G8

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Grade 8 Reading Standards for Informational Text continued

AZ Strand, Concept, PO	ELA Cluster	Movement
	Range of Reading and Level of Text Complexity	
R03.S1C5.01: consistently read grade-level text with at least 90 percent accuracy.	8.RI.10: By the end of the year, read and comprehend literary nonfiction in grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range. AZ7.RI.10a: By the end of the year, read and comprehend informational and functional texts, including history/social studies, science, and technical texts, at the high end of grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	From G3 to G8

Grade 8 Writing Standards

AZ Strand, Concept, PO	Text Types and Purposes	Movement
	Production or Distribution of Writing	
	8.W.1-3: n/a	
	Research to Build and Present Knowledge	
	8.W.4-6: n/a	
	Range of Writing	
	8.W.7-9: n/a	
	8.W.10: n/a	

Grade 8 Speaking & Listening Standards

AZ Strand, Concept, PO	Comprehension and Collaboration	Movement
LS.R3: Share ideas, information, opinions and questions LS.R5: Participate in group discussions. LS.R3 Share ideas, information, opinions, and questions. LS.F1: Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.	8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented. 	From K to G8 From G1-3 to G8
	8.SL.2: n/a	
LS.P5: Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.	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.	From GHS to G8

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Grade 8 Speaking & Listening Standards continued

AZ Strand, Concept, PO	ELA Cluster	Movement
	Presentation of Knowledge and Ideas	
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.	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.	From GHS to G8
	8.SL.5: n/a	
LS.F1: Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. 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.	8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	From GHS to G8 From G1-3 to G8

Grade 8 Language Standards

	Conventions of Standard English	
WHS.S2C6.11: Demonstrate control of grammar and usage in writing: <ul style="list-style-type: none"> a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. homonyms 	8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb, voice, and mood. 	
WHS.S2C6.08: Use hyphens, dashes, parenthesis, ellipses, and brackets correctly.	8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	From GHS to G8
	8.L.3: n/a	

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Grade 8 Language Standards continued

AZ Strand, Concept, PO	ELA Cluster	Movement
	Vocabulary Acquisition and Use	
R09.S1C4.02: Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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). 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. 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). 	From G9 to G8
R09.S1C4.04: Identify the meaning of metaphors based on common literary allusions.	8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 	From G9 to G8
	8.L.6: n/a	