

**Grade 8**

**ELA Standards Summary**

<b>Total Reviews</b>	<b>1205</b>		<p><b>Breakdown by Review Type</b></p> <p>A pie chart titled 'Breakdown by Review Type' showing two segments: a large dark grey segment for 'Keep As Is' at 81% and a smaller light grey segment for 'Suggest Changes' at 19%.</p>									
<b>Keep As Is</b>	<b>978</b>	Educator 838 Elected Official 47 Institution or Higher Education Faculty 0 K-12 Administrator 76 Member of Organization 15 Other 0 Parent/Guardian 2 Student 0										
<b>Suggest Changes</b>	<b>227</b>	Educator 186 Elected Official 27 Institution or Higher Education Faculty 0 K-12 Administrator 11 Member of Organization 0 Other 0 Parent/Guardian 3 Student 0	<p><b>Change Suggestions</b></p> <table border="1"> <tr> <td>Removed</td> <td>26</td> </tr> <tr> <td>Rewritten</td> <td>112</td> </tr> <tr> <td>Broken Up</td> <td>52</td> </tr> <tr> <td>Moved to a Different Level</td> <td>37</td> </tr> </table>		Removed	26	Rewritten	112	Broken Up	52	Moved to a Different Level	37
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Rewritten	112											
Broken Up	52											
Moved to a Different Level	37											

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.8.1a	12	71%	5	29%	1	1	0	3
ELA-Literacy.L.8.1b	15	94%	1	6%	1	0	0	0
ELA-Literacy.L.8.1c	12	86%	2	14%	0	0	0	2
ELA-Literacy.L.8.1d	14	93%	1	7%	1	0	0	0
ELA-Literacy.L.8.2a	15	94%	1	6%	0	1	0	0
ELA-Literacy.L.8.2b	14	93%	1	7%	1	0	0	0
ELA-Literacy.L.8.2c	13	93%	1	7%	0	1	0	0
ELA-Literacy.L.8.3a	14	74%	5	26%	3	1	1	0
ELA-Literacy.L.8.4a	17	100%	0	0%	0	0	0	0
ELA-Literacy.L.8.4b	15	94%	1	6%	0	0	0	1
ELA-Literacy.L.8.4c	17	100%	0	0%	0	0	0	0
ELA-Literacy.L.8.4d	14	82%	3	18%	0	2	0	1
ELA-Literacy.L.8.5a	17	100%	0	0%	0	0	0	0
ELA-Literacy.L.8.5b	13	81%	3	19%	0	1	0	2
ELA-Literacy.L.8.5c	16	94%	1	6%	0	1	0	0
ELA-Literacy.L.8.6	17	81%	4	19%	0	2	2	0
ELA-Literacy.RI.8.1	18	86%	3	14%	0	1	1	1
ELA-Literacy.RI.8.10	15	79%	4	21%	2	2	0	0
ELA-Literacy.RI.8.2	13	52%	12	48%	0	6	5	1
ELA-Literacy.RI.8.3	17	85%	3	15%	0	2	1	0
ELA-Literacy.RI.8.4	11	52%	10	48%	1	6	3	0
ELA-Literacy.RI.8.5	14	70%	6	30%	0	3	1	2
ELA-Literacy.RI.8.6	14	67%	7	33%	0	4	3	0
ELA-Literacy.RI.8.7	14	74%	5	26%	2	1	1	1
ELA-Literacy.RI.8.8	15	71%	6	29%	1	3	2	0
ELA-Literacy.RI.8.9	14	82%	3	18%	2	1	0	0
ELA-Literacy.RL.8.1	23	79%	6	21%	1	2	2	1
ELA-Literacy.RL.8.10	16	76%	5	24%	0	4	1	0
ELA-Literacy.RL.8.2	16	52%	15	48%	1	8	6	0
ELA-Literacy.RL.8.3	17	71%	7	29%	2	3	1	1
ELA-Literacy.RL.8.4	15	63%	9	38%	2	4	3	0
ELA-Literacy.RL.8.5	14	67%	7	33%	2	3	1	1
ELA-Literacy.RL.8.6	16	73%	6	27%	1	4	1	0
ELA-Literacy.RL.8.7	12	60%	8	40%	2	1	0	5
ELA-Literacy.RL.8.8	3	100%	0	0%	0	0	0	0
ELA-Literacy.RL.8.9	12	50%	12	50%	2	6	3	1
ELA-Literacy.SL.8.1a	12	92%	1	8%	0	1	0	0
ELA-Literacy.SL.8.1b	12	92%	1	8%	0	1	0	0
ELA-Literacy.SL.8.1c	12	92%	1	8%	0	1	0	0
ELA-Literacy.SL.8.1d	11	92%	1	8%	0	1	0	0
ELA-Literacy.SL.8.2	16	100%	0	0%	0	0	0	0

ELA-Literacy.SL.8.3	14	88%	2	13%	1	1	0	0
ELA-Literacy.SL.8.4	12	71%	5	29%	0	4	1	0
ELA-Literacy.SL.8.5	15	100%	0	0%	0	0	0	0
ELA-Literacy.SL.8.6	16	94%	1	6%	0	0	0	1
ELA-Literacy.W.8.10	16	100%	0	0%	0	0	0	0
ELA-Literacy.W.8.1a	15	83%	3	17%	1	1	1	0
ELA-Literacy.W.8.1b	17	100%	0	0%	0	0	0	0
ELA-Literacy.W.8.1c	14	74%	5	26%	1	2	2	0
ELA-Literacy.W.8.1d	15	94%	1	6%	0	0	0	1
ELA-Literacy.W.8.1e	16	94%	1	6%	0	1	0	0
ELA-Literacy.W.8.2a	15	79%	4	21%	0	2	2	0
ELA-Literacy.W.8.2b	16	89%	2	11%	0	1	1	0
ELA-Literacy.W.8.2c	16	94%	1	6%	1	0	0	0
ELA-Literacy.W.8.2d	15	83%	3	17%	0	2	1	0
ELA-Literacy.W.8.2e	13	100%	0	0%	0	0	0	0
ELA-Literacy.W.8.2f	15	94%	1	6%	0	1	0	0
ELA-Literacy.W.8.3a	12	75%	4	25%	1	1	1	1
ELA-Literacy.W.8.3b	12	92%	1	8%	0	1	0	0
ELA-Literacy.W.8.3c	12	80%	3	20%	1	1	1	0
ELA-Literacy.W.8.3d	11	85%	2	15%	0	2	0	0
ELA-Literacy.W.8.3e	11	85%	2	15%	0	2	0	0
ELA-Literacy.W.8.4	15	94%	1	6%	0	1	0	0
ELA-Literacy.W.8.5	14	93%	1	7%	0	1	0	0
ELA-Literacy.W.8.6	14	82%	3	18%	0	2	1	0
ELA-Literacy.W.8.7	16	80%	4	20%	1	2	1	0
ELA-Literacy.W.8.8	15	83%	3	17%	1	1	1	0
ELA-Literacy.W.8.9a	9	75%	3	25%	1	2	0	0
ELA-Literacy.W.8.9b	10	71%	4	29%	0	3	1	0

**ELA-Literacy.L.8.1a**

Use verbals in writing to create fluency in writing.

explaining the functions gives meaning to the sentence

I agree that students should have an adequate grasp of the parts of speech, I'm not convinced that recognizing gerund, participles and infinitives is a necessary skill.

Not necessary & not tested.

This standard has nothing to do with skills tested and requires particular knowledge of purely theoretical grammar that is not stressed in elementary school.

**ELA-Literacy.L.8.1b**

Appropriate for grade level

**ELA-Literacy.L.8.1c**

Excellent writing skills are not attained through this prescientific approach to grammar.

Not necessary and not tested

**ELA-Literacy.L.8.1d**

Appropriate for grade level

I agree with this standard because it assists with understanding Reading Comprehension standards listed previously.

If a student masters Standards L.8.1a-d by the end of the grading period, not only will he or she utilize appropriate usage and grammar in written communications, but also he or she will be orally speaking appropriate usage and grammar. It is imperative that all English language arts teachers teach students to recognize/identify accurately grammar and usage in writing. However, it is also imperative that students apply these skills appropriately in their written communications on a daily basis. This should occur at all grade levels!

The language gaps are huge because of social promotion. This needs to be tested more & intertwined into more questions. Bigger language section needed during testing like on LEAP. PARCC only addresses this in writing, but to pass 8th grade, one really needs to pass a language section.

**ELA-Literacy.L.8.2a**

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Correctly use punctuation marks to indicate a pause or break.

makes the sentence flow in the right direction

**ELA-Literacy.L.8.2b**

Appropriate for grade level

**ELA-Literacy.L.8.2c**

Use standard spelling correctly.

If a student masters Standards L.8.2a-c by the end of the grading period, he or she will be able to apply appropriately mechanics and spelling in written communications. It is imperative that teachers teach and emphasize daily the use of appropriate mechanics and spelling in writing. These standards are essential to producing proficient written compositions. Please don't delete any language standards in any of the grade levels.

Rangefinding committee needs to be a little more strict in its scoring in writing with this.

**ELA-Literacy.L.8.3a**

Please explain how you would break up the standard:

As written move to next grade level.

Keep first part in 8th-Use verbs in the active and passive voice. Move up to 9th- 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).

Appropriate for grade level

If a student masters this standard by the end of the grading period, he or she will be applying appropriate verb usage in written and oral communications. This will confirm that the student knows and understands how to use this specific part of speech in written and oral communication. Without the appropriate knowledge and use of the parts of speech (verbs, adverbs, adjectives, nouns, prepositions, etc.), the reader and the listener will not be able to understand oral or written communications and texts. These standards are essential and must be taught daily in the classroom!

**ELA-Literacy.L.8.4a**

Appropriate for grade level

**ELA-Literacy.L.8.4b**

Not necessary

This is an extremely important standard. If students can grasp the meaning of Greek and Latin roots and affixes, they can decode virtually any word in any content.

**ELA-Literacy.L.8.4c**

Appropriate for this grade level

**ELA-Literacy.L.8.4d**

Verify the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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).

I think this standard could be re-worded. I don't agree with preliminary determination being used it sounds law-related which may be confusing to parents and students.

Appropriate for grade level

If a student masters Standards L.8.4a-d by the end of the grading period, he or she will be able to read and write independently and proficiently as they address the use of word choice in complex literary and informational text. If students don't understand the meaning of vocabulary words, how will they be able to comprehend complex texts or be able to produce clear, concise proficient written compositions? The knowledge and application of appropriate word choice (vocabulary and figurative language) is imperative. These standards address this very important writing trait in oral and written communication. Please do not delete any of these standards!

This is basically a repeat of both l.8.4d and l.8.4a .

**ELA-Literacy.L.8.5a**

Appropriate for grade level

**ELA-Literacy.L.8.5b**

Use the relationship between particular words to better understand each of the words.

I do not have a suggestion for the rewriting of this standard. This standard is unclear.

Appropriate for grade level

Not clearly stated; overlaps with precious standard

This needs to be more specific. It sounds as if it is encouraging diagramming sentences and the intense study of parts of speech which I don't feel is necessary.

word relationship is very important to the reader

**ELA-Literacy.L.8.5c**

Determine the different meanings of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

I agree with this because students learn that their terminology is not 100% wrong, but they learn to use it in alternate ways.

Please see my feedback for Standards L.8.4a-d

**ELA-Literacy.L.8.6**

Please explain how you would break up the standard:

1)Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Please explain how you would break up the standard:

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.

By the time you have taught all the standards all of the terminology within this standard should be understood such as the domain-specific words and phrases etc.

Please see my feedback for Standards L.8.4a-d.

**ELA-Literacy.RI.8.1**

Please explain how you would break up the standard:

Cite the textual evidence that support inferences drawn from the text.

If a student can master this standard and the accompanied standards (all of them in this section) for Reading for Informational Text by the end of a grading period, he or she is on their way to comprehending every day mundane informational text. This standard confirms that a student understands the content of a selected informational text, whether it's an autobiography, newsletter, journal letter, business letter, personal essay, or any non-fiction, informational text. Look at what the student has to do...cite evidence to support what they have analyzed or inferred regarding the content of that text! If a student can master this standard accurately, then they are reasoning at a higher-order thinking level, and.....they are reading complex, challenging text. Informational text is challenging; it involves analyzing what the author is thinking and why the author utilizes various word choice and sentence structure to get his/her point across to the reader. Please don't discard any of these standards for Reading for Informational Text.

making inferences is important to the reading process

This is a redundant standard. Also, the kids get fed up with having to do so much citation work, so they either pick unrelated text and/or plagiarize. They know teachers are put between a rock and a hard place with grading practices...so breaking the cycle is a monumental task. I'm not saying they shouldn't cite work, but the emphasis on this is crushing the enjoyment level of most students.

#### **ELA-Literacy.RI.8.10**

\* Needs to be more specific. Reading list? Lexile bands? Appendix A?

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.□

Not every student will be able to meet this standard by the end of the year. Students vary widely in their reading skills and come from all different backgrounds, including ESL and special education students. It is unrealistic to have such a standard.

#### **ELA-Literacy.RI.8.2**

Determine a central idea of a text, citing the climatic event, and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Please explain how you would break up the standard: This is extremely vague. We don't really have any materials that help with this standard. New teachers are having a very difficult time teaching this standard because they don't have the resources they need.

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.

Please explain how you would break up the standard:

1.Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

2.Provide an objective summary of the text eliminating personal feelings and adhering to the facts or the proven evidence to support your statements. ( I believe that students need to have a full understanding of what an objective summary is in order to successfully master this skill; therefore I think this standard can be broken up into to parts allowing time to be spent on understanding an objective summary).

Please explain how you would break up the standard:

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.

Please explain how you would break up the standard:

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.

Please explain how you would break up the standard:

Determine a central idea of a text and analyze its development over the course of the text. 2)including its relationship to supporting ideas;3) provide an objective summary of the text.

If a student masters this standard by the end of a grade level, he/she will be able to understand the central focus and supporting details in complex informational text; if a student can not understand these traits in informational text, they will have a difficult time reading and comprehending magazine articles, newspaper articles, biographies, and a plethora of non-fiction texts. These are common, everyday texts that exist in our society. If students can not master this standard, then he/she will never read informational text! Why? They can not understand it! Please do not discard this standard! It's appropriate at each grade level.

The central idea of the text helps the reader to develop the who, what, where, when, why

This sounds just like another standard we've done...please do not copy and paste. Informational text standards should have something to do with the historical/scientific purpose of the text.

### **ELA-Literacy.RI.8.3**

Analyze how a text makes connections/distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Please explain how you would break up the standard: This is too broad and isn't clear.

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

This standard addresses a higher-order literacy strategies: Comparison and Contrasting/Categorizing, and Making Analogies! Students will be analyzing and comparing authors' ideas and thoughts in variety of informational texts. This is higher-order reasoning! They will be categorizing, making analogies, and comparing/contrasting the authors' ideas in two or more informational texts. Very challenging but essential if we want to produce literate, independent, and proficient readers in today's society! Please do not revise or discard any of these standards! Our students need to think and reason instead of just recalling!

### **ELA-Literacy.RI.8.4**



<p>A) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and denotative meanings;</p>
<p>B). analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>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>(This standard is already stated somewhat in RL 8.4 Craft and Structure) Parents may become confused if they are to see it twice and I don't feel redundancy in the standards needs to be seen constantly.</p>
<p>Determine, with the ability to explain verbally, 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>Please explain how you would break up the standard:</p> <p>1) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 2) Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>Please explain how you would break up the standard:</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>Please explain how you would break up the standard:</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p> <p>Different standard-analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>I like the use of the word "determine" in this standard because it implies that a dictionary is not the only way to find the meaning of a word. I like this because dictionaries and other aids are not allowed during PARCC testing.</p>
<p>When the reader knows the meaning of the words they are reading it helps them to understand how to make the connection in what they are reading</p>
<p><b>ELA-Literacy.RI.8.5</b></p>
<p>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>I think for this question it would be important to outline the meaning of key concepts and explain the different types of sentences. Example: Why is a compound sentence important in this paragraph, because compound sentences are two so are these two sentences equally important. I think students might need to understand and know all types of sentences in order to know how they play an important role within the paragraph. Example: Imperative sentences signify commands, so is this paragraph full of demands or instructions? Understanding the types of sentences would be important to understanding the meaning of the paragraph.</p>
<p>Analyze in detail the structure of a specific paragraph in a text, locating the topic sentence and identifying the role of particular sentences in developing and refining a key concept.</p>

Please explain how you would break up the standard:

1) Analyze in detail the structure of a specific paragraph in a text. 2) Identify the role of particular sentences in developing and refining a key concept.

The structure of each paragraph is most important to the reader, it allows the reader to follow the events from beginning to end.

This is another 'standardized-testcentric' standard. What purpose does this shallow exercise serve except to prepare students for more useless standardized tests?

Too narrow of a standard.

### **ELA-Literacy.RI.8.6**

Determine an author's point of view or purpose in a text. □

\*Testing never provides a question related to 2nd part of this standard asking how author responds to conflicting evidence. Passages selected for testing normally have a purpose, but kids are sometimes asked POV or how a sentence contributes, not if author acknowledged conflicting evidence.

Please explain how you would break up the standard:

1. Determine an author's point of view or purpose in a text. □

2. Analyze how the author acknowledges or recognizes and responds to conflicting evidence or viewpoints.

Please explain how you would break up the standard:

A). Determine an author's point of view or purpose in a text □

B). analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Please explain how you would break up the standard:

Determine an author's point of view or purpose in a text including bias, expertise, and goal □

Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

its important to undersand the authors point of view

### **ELA-Literacy.RI.8.7**

Please explain how you would break up the standard: This is very unclear.

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Cannot be tested

using different mediums encourages the student to explore the particular idea or topic

### **ELA-Literacy.RI.8.8**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.

Please explain how you would break up the standard:

1. Delineate and or describe the argument and specific claims in a text.
2. Evaluate the argument and asses whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Please explain how you would break up the standard:

Delineate and evaluate the argument and specific claims in a text. Assess and determine whether the reasoning is sound and the evidence is relevant and sufficient. Identify irrelevant evidence within an argument or specific claim.

This standard represents a valuable reading skill that transmits to real world reading.

### **ELA-Literacy.RI.8.9**

Analyze an occurence 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.

Differences and similarities is a good way to make the reader think

This standard helps students in grade 8 learn that they have a voice and that not all nonfiction texts are pure fact.

### **ELA-Literacy.RL.8.1**

Please explain how you would break up the standard: This standard is not specific enough for new teachers. It is very vague and difficult to understand. There is very little direction on what exactly this standard means.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Please explain how you would break up the standard:

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

I'm not sure how to rewrite...I do know the kids get tired of having to cite so much/often. They begin plagiarizing, and we teachers are not allowed to give them F's when they do. This basically forces us to accept plagiarism. Maybe I'm alone in this observation?

As an 8th grade English teacher, I feel this is a skill that students need to master for high school and college. It is also in the realm that all students can master.

clear and concise

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

I have taught this same standard prior to Common Core and with the correct teaching techniques most of my students were able to successfully use them when prior students took the Leap. Even though we do not know the outcome of the PARCC test I still think this Standard is necessary,
If a student has mastered this standard, this confirms that the student is able to read, comprehend, and analyze literary text. Why wouldn't a parent want his/her child to be able to perform at this level in literacy?
It is very clear and easily understood.
student needs practice on citing text and evidence
Too objective in nature, and relies on the student to feel or have the same opinion as the person who is making the inference/analysis
<b>ELA-Literacy.RL.8.10</b>
By the end of the year, read and comprehend literature (with the ability to explain verbally), including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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.
I don't disagree with the way this is written, I simply feel that even if a text is technically lower level, that doesn't mean you can't bring it up to your grade level with the activities you do with it.
Please explain how you would break up the standard: Many of our students have difficulty with comprehension. They become extremely frustrated with the rigor. They need to have time to adjust to the higher text complexity.
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.
Read and comprehend literature, including stories, dramas, and poems, at least at the 6–8 grade level of text. (Our problem is getting our hands on enough resources the kids will invest their energy into.)
This is a challenging, rigorous standard which addresses a significant level of higher order thinking...Comprehending. Furthermore, the student must be able to comprehend at the high end of each grade level. If a student can not independently and proficiently comprehend literary texts from a variety of literary genres at the high end of each grade level and by the end of the year, then Parents, how can your son or daughter be promoted to the next grade level? This standard is essential and should be taught at any grade level!
This standard is the most important because it validates all of the other standards before it. By the end of the school year this is the goal for all students to be able to read and comprehend all genres of literature as well as material across the curriculum because they have implemented the standards throughout the year.
<b>ELA-Literacy.RL.8.2</b>
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.
leaves it up to too much interpretation....
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, climax, and plot; provide an objective summary of the text.

Please explain how you would break up the standard: separate standards by theme, characterization, setting, and plot.

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.

Please explain how you would break up the standard:

1. Determine a theme or central idea of a text.
2. Evaluate the characters, and identify the setting, and plot
3. Provide a summary of the text from multiple viewpoints.

Please explain how you would break up the standard:

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.

Please explain how you would break up the standard:

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.

RL.8.2.a. Write an objective summary of the text.

Please explain how you would break up the standard:

Determine a theme or central idea of a text and analyze its development over the course of the text.

Please explain how you would break up the standard:

Determine a theme or central idea of a text and analyze its development over the course of the text.

Determine the theme's relationship to the characters, setting, and plot.

Provide an objective summary of the text.

It is grade appropriate and something all students can master.

This standard is necessary, it involves student comprehension.

**ELA-Literacy.RL.8.3**

Analyze and describe in your own words how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Analyze how particular lines of dialogue or incidents in a story or drama propel or move the action forward, reveal aspects of a character, or provoke a decision.

Please explain how you would break up the standard:

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.

- Reveal aspects of a character should be rewritten to become a standard by its self
- Characterization; the way people are or act propel the action
- Right grade level, important skill

I think it is a standard that will help prepare students for high school and college, and it is something that 8th grade students can master.

If a student has mastered this standard, he/she understands and analyzes literary elements in a literary text. Again, why wouldn't a parent want his/her child to perform at this level in reading literary texts? What is so difficult about this standard? Actually, as English teachers, we should want our students to be able to read, comprehend, and analyze literary elements in a literary text. If a student can master this standard, then he/she will be able to write an appropriate literary analysis, and the English language arts teacher will be able to see if this student comprehends the literary text via the student's summary. This is authentic higher-level reasoning in literature. This feedback addresses Standards RL.8.2 and RL.8.3. Again, why wouldn't a parent want his/her child to perform at this higher-order thinking level in reading literary text?

It can be covered by rewording, or breaking up, ELA-Literacy.RL.8.2

Students need to understand the importance of dialogue. They don't realize how it contributes to a piece of literature.

This standard is also necessary for identifying true comprehension and allows students to "think outside the box".

#### **ELA-Literacy.RL.8.4**

Determine the type of writing and 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.

Please explain how you would break up the standard:

1. Determine the meaning of words and phrases as they are used in a text (vocabulary is important, but many average to weak students are being left behind because we don't have adequate resources to show students how to find meanings on their own and they are catching on that they will pass whether they learn the meaning or not)
2. Explore figurative and connotative meanings
3. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (With all of the days being devoted to testing, it has become difficult to cover as much material as we used to. These are the kinds of topics being sacrificed.)

Please explain how you would break up the standard:

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.

Analyze the impact of analogies or allusions to other texts.

Please explain how you would break up the standard:

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.

I like this standard because it measures multiple things, it measures vocabulary in the form of the dictionaries definitions as well as what one knows it to mean figuratively. It is also important for students to understand how words play on each other and how in different context they can mean different things. I do think it is important that students understand the definition of analogies and allusions because not all 8th graders know this terminology so terminology is key in mastering the standard.

If a student is able to master this standard, he/she is able to comprehend word choice, figurative language in literary text. If a student is not challenged to perform this standard, then how will he/she understand the meaning in the literary text? Every piece of text comprises of the traits of writing (ideas, organization, word choice, sentence structure/fluency, voice, conventions). Please don't change any of the standards under the Craft and Structure section at any grade level. Students need to master these standards to be able to read, analyze, and comprehend independently and proficiently.

it's important to understand figurative language

This is not new we have always used these objectives to help students achieve comprehension.

#### **ELA-Literacy.RL.8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Needs clarity; is this comparing two different passages or possibly two paragraphs? It has been demonstrated both ways, which is it? When other educators are asked the answer is left to the opinion of the educator as many are different.

Two different passages is the more rigor

Compare and contrast two or more texts. ("Structure identification" is so ambiguous and far-reaching that it really doesn't make sense.)

Please explain how you would break up the standard:

Compare and contrast the structure of two or more texts. All components that make up structure need to be introduced and taught in grades 5 and 6, and reviewed intensively in grades 7 before it can be reviewed and used to analyzed two or more texts in grade 8.

Comparing and Contrasting will be a skill that students will encounter for the rest of their lives, not only on the collegiate level, but in real-life situations.

its important to understand pros and cons of a literary piece

This is merely an exercise in academics that in no way resembles what actual vibrant readers do. It appears that the only use this standard serves is to prepare students for the inauthentic, useless standardized tests that are marketed along with the Common Core standards. What a dry, lifeless way to approach the great works of literature.

#### **ELA-Literacy.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) appeal to emotion and create such effects as suspense or humor.
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.
This standard should include situational irony and verbal irony
Analyze how differences in the view points and opinions of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Please explain how you would break up the standard: There should be a different standard that specifically refers to irony. Should we concentrate on irony or is this what we should specifically be concentrating?
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.
It is age appropriate and appeals to the adolescent interest in layers of meaning in literature.
The kids "get" this...they see it in everyday life.
<b>ELA-Literacy.RL.8.7</b>
Analyze why a film or live production of a story stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
I agree with this standard because students love television. I think it will be informative and entertaining for students to compare what they have read to what is displayed within a film or live production etc. The student will be able to identify the similarities as well as the differences within the text to a film. Example: My 9th grade students read Fahrenheit 451 by Ray Bradbury. The novel was an awesome read for them and they enjoyed it. Once we completed the novel, we watched the film. The students were able to identify the similarities as well as the differences, but they all agreed that the novel was better. The students were able to recognize that many aspects of the movie departed from the novel and this sparked classroom engagements and cooperative discussions. This is a great standard.
I just don't feel this is a necessary standard.....comparing movies and good literature is just not a viable exercise in my opinion.
I think this standard should be deleted because most filmed versions of dramas usually hold a rating of PG, PG-13, or R, all of which cannot be viewed by students at my school. I had to go through so much "red tape" to have the students see the modern-day version of "Annie" so that they could compare it to the earlier version.
It cannot be tested
Not all educators are able to access & teach film/drama, & this standard is never tested in 8th grade on standardized tests. Waste of time.
Such ideas can be explored in class discussions and class writing without the need for a standard. Again, this standard seems suited to standardized testing on computers where video clips are available for analysis. This standard does not represent a fundamental skill needed by students.



**ELA-Literacy.RL.8.8****ELA-Literacy.RL.8.9**

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including an analysis of changes made in the material.

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 and citing the relevance of its use.

Analyze how a modern work of literature draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible. Describe how the material is repackaged as new.

Please explain how you would break up the standard: There isn't time to teach this standard and compare it to works of fiction that students aren't familiar with. We don't have time to teach myths. We barely have time to teach with the use of the anchor texts. This is too broad.

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.

Please explain how you would break up the standard:

It is hard to know where to begin on this mishmash of a standard! The last phrase on 'describing how the material is rendered new' is pretty opaque language.

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.

Please explain how you would break up the standard:

You are asking for an analysis of an allusion. Keep the wording the same through out the document. There will be less confusion.

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.

As an 8th grade teacher, I feel this is a standard that looks nice on paper, but doesn't translate in the classroom for every student. This would be an advanced standard that could be used in differentiating instruction but not with every child.

It is important for students to see how myths, traditional stories, and the Bible all tie in together. I agree with this standard as well and I do think it is grade level appropriate.

The standards in this section allows students to read, comprehend, and analyze literary texts utilizing a plethora of literary genres. Parents, this allows your children to reason and think at a higher level utilizing other literary genres. Why not? If students can master these standards at the end of a specific grade level, then he or she will function as literate citizens if they attend college or begin working in a career-oriented field!

This standard calls for comparison, analysis, and critical thinking about what makes a work of fiction modern.

**ELA-Literacy.SL.8.1a**

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 examine and reflect on ideas under discussion.

**ELA-Literacy.SL.8.1b**

Follow rules for collegial discussions( equal responsibility of group members) and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Collegial discussions should be understood by the students so they will understand what is expected of them within the classroom discussions.

**ELA-Literacy.SL.8.1c**

Pose or present questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**ELA-Literacy.SL.8.1d**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Acknowledge or recognize the importance of new information expressed by others, and when necessary justify their views within the evidence presented.

(I don't know if this is the correct wording for the standard either, but warranted, qualify, their own views in light of, seem too much. I think the standard could be more simple than presented.

**ELA-Literacy.SL.8.2**

This standard allows the student to examine different forms of media, but I don't know if they would understand quantitatively on the 8th grade level if it hasn't been taught to them.

**ELA-Literacy.SL.8.3**

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.

I think the standard can be simplified in its wording.

**ELA-Literacy.SL.8.4**

Please explain how you would break up the standard:

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.

Present claims and findings, emphasizing salient and or important 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.

(Clarify the meaning of salient within the standard)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.

Present claims and findings, using literature appeals to hook your audience, 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.
Appropriate for grade level
<b>ELA-Literacy.SL.8.5</b>
If a student masters this standard, he or she will be able to orally present clear, concise, structured information as it relates to visual displays. It is imperative that our children be able to independently and proficiently communicate in writing, as well as in speaking. Please do not delete any of the Speaking and Listening standards. They are essential!
multimedia and visuals are always helpful for interpretation
<b>ELA-Literacy.SL.8.6</b>
Appropriate for grade level
How do you even assess this???
Please don't delete this standard; if a student masters this standard, he/she is orally communicating appropriate standard grammar and English when performing various tasks and contexts!
<b>ELA-Literacy.W.8.10</b>
writing is an art form and in order to be proficient, time and discipline is the key
<b>ELA-Literacy.W.8.1a</b>
Please explain how you would break up the standard:
<ol style="list-style-type: none"> <li>1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims.</li> <li>2. Organize the reasons and evidence logically.</li> </ol>
If the student masters this standard by the end of the grading period, he/she is reasoning at a very high level of the writing process, as well as applying writing traits that are essential to producing proficient compositions. This standard allows the student to experience writing a very challenging mode of writing: persuasive/argumentative. Students should be writing persuasively at this grade level.
This standard is basically the same as the standards we taught prior to Common Core.
<b>ELA-Literacy.W.8.1b</b>
This standard is the same as the old standards we used prior to Common Core.
Without this standard, the student will be unable to support the claim that was stated in Standard W.8.1a. This standard allows the student to demonstrate comprehension of text and to apply this information to support the central idea/focus in the claim. The student should be able to state a claim and support with evidence via logical reasoning at this grade level.
<b>ELA-Literacy.W.8.1c</b>
Please explain how you would break up the standard:
Use words and phrases to create cohesion and clarify the relationships among claim(s). The rest of this standard should be moved to the next grade level.

Please explain how you would break up the standard:

Use words, phrases, and clauses to create cohesion or togetherness and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

This standard allows the student to demonstrate his/her understanding of central idea, organization, word choice and sentence fluency via writing persuasively/argumentatively. Students should experience writing all modes of writing (persuasive/argumentative, expository, and narrative) and apply the traits appropriately at all grade levels, especially Grades 3-8; 9-12. Please do not discard any of the standards in Writing!

**ELA-Literacy.W.8.1d**

Not testable

This is a simple straight forward standard.

Writing Style is essential to producing a proficient written composition.

**ELA-Literacy.W.8.1e**

Provide a a clear concluding statement that supports the argument presented.

This standard is essential to organization; there must be a beginning, middle, and ending in all written compositions. There must be cohesion and unity in any written composition and all modes of writing.

This standard is necessary in all good writing.

**ELA-Literacy.W.8.2a**

Please explain how you would break up the standard:

1)Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. 2)Use broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of nonfictional topics as necessary in research based student writings.

Please explain how you would break up the standard:

The standards need to be more specific. These are too vague and too broad for one standard.

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.

Students should be able to write informatively; our society is filled with informational text. Not only should students be able to read informational text independently and proficiently, but also students should be able to write all modes of writing and apply the appropriate features accurately to each mode!

The central focus/idea, organization traits are essential to producing proficient written compositions. With this standard, the student also experiences categorizing, another higher-order thinking strategy; this time in producing informative/explanatory written compositions.

**ELA-Literacy.W.8.2b**

Please explain how you would break up the standard: These standards should be individual not all placed under one topic.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**ELA-Literacy.W.8.2c**

I agree with this standard as it is written but I do think that examples of transitions might benefit to be included within the standard. I also think that cohesion is a good word to use, but for some parents who may not understand it, it would be good to include alternate words or synonyms for clarity.

**ELA-Literacy.W.8.2d**

Please explain how you would break up the standard: This is not clear.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Use precise language to inform about or explain the topic.

I agree with this standard, but the domain-specific vocabulary again may confuse some parents. This terminology is understandable for teachers, but I do think we need to make sure others understand the terminology as well. If we are stressing precise language, we need to be specific in making sure everyone understands the terminology used within the standards.

**ELA-Literacy.W.8.2e**

I agree with this standard, but it has already been shown in W.8.1d

**ELA-Literacy.W.8.2f**

Provide a clear conclusion statement that restates, and supports the information or explanation presented.

All of the above Writing standards are essential to producing proficient written compositions. Without the application of these traits of writing, how will a student be able to produce any written compositions?

**ELA-Literacy.W.8.3a**

Please explain how you would break up the standard:

Engage and orient the reader by establishing a context and point of view .

This standard seems too wordy to me. I feel like this standard will be exemplified in W.8.3, 8.3b, 8.3e, all of the 8.3 are similar. This standard just seems too much, almost confusing.

**ELA-Literacy.W.8.3b**

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events.

**ELA-Literacy.W.8.3c**

Please explain how you would break up the standard:

1)Use a variety of transition words, phrases, and clauses to convey sequence. Move up to next grade level.( signal shifts from one time frame or setting to another, and show the relationships among experiences and events).

**ELA-Literacy.W.8.3d**

Use precise words and phrases, relevant descriptive details, and sensory language (imagery) to capture the action and convey experiences and events.

Use precise words and phrases, relevant descriptive details, imagery; and sensory language to capture the action and convey experiences and events.

**ELA-Literacy.W.8.3e**

Provide a conclusion that reflects on the narrated experiences or events.

Provide a reflective conclusion on narrated experiences or events.

All of the above Writing Standards as they relate to narrative writing are essential to producing proficient written compositions; all of the features of narrative writing must be applied appropriately to produce a proficient narrative. Students will not only have to read and comprehend narratives, but also they will have the opportunity to create and produce proficient narratives. All of these Writing Standards allow students to think, to reason, to create, to write, and to apply appropriate writing traits, as well as experience the steps of the writing process: planning, drafting, revising, and proofreading. Please do not discard any of the Writing Standards at all grade levels. Our students need to demonstrate comprehension of texts via producing written compositions.

**ELA-Literacy.W.8.4**

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

\*wrap this into 8.5

proper protocol in writing should always be followed

**ELA-Literacy.W.8.5**

Engaged with a multi-faceted group, varying in age, 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.

**ELA-Literacy.W.8.6**

Please explain how you would break up the standard:

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently. 2)as well as to interact and collaborate with others.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently.

**ELA-Literacy.W.8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focus on questions that allow multiple avenues of exploration.

Please explain how you would break up the standard:

1)Conduct short research projects to answer a question (including a self-generated question), drawing on several sources. Move the next part up to 9th grade. ( and generating additional related, focused questions that allow for multiple avenues of exploration.)

Students should experience writing short research projects once per nine weeks period. These standards allow students to read and comprehend informational text, write about what they have read, and support their ideas using evidence from the informational text. All of the standards in this section are essential and beneficial to students attending college or attending a career-oriented technical school. Students are experiencing higher-order thinking strategies: comprehension, analyzing, applying, evaluating. These strategies are essential to becoming successful in college!

**ELA-Literacy.W.8.8**

Please explain how you would break up the standard:

1. Gather relevant information from multiple print and digital sources, using search terms effectively.

2. Assess the credibility and accuracy of sources.

3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

(I think all of these standards should be addressed independently and then combined because their are multiple things to do within this one standard, it should be broken down, in my opinion).

**ELA-Literacy.W.8.9a**

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, include describing how the material is rendered new”).

Apply grade 8 Reading standards to literature.

**ELA-Literacy.W.8.9b**

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”).

Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and or describe 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”).

Please explain how you would break up the standard:

The appeals should also be added here.

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”).□

Use the literature appeals ( ethos, pathos, logos) to present your claim (asertion) and support it.