Submit comments on the draft NYS Grade 8 ELA Learning Standards

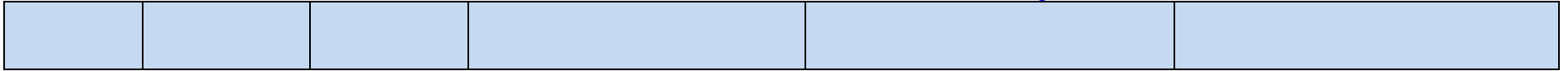|					

		8.R.9		Compare and contrast both literary and informational texts. In literary texts, analyze how a modern work of fiction draws on themes, patterns of events, or character types from other literary texts. In informational texts, analyze a case in which two or more texts provide conflicting information on the same topic and identify where texts disagree on matters of fact or opinion.	New recommended Standard that combines Reading for Information and Reading for Literature.
		8.R.10		Text complexity standard to be moved to supporting guidance.	Text complexity standard to be moved to supporting guidance.

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8.W.1c

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		8.W.5		Conduct research to answer questions, including self-generated questions, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	New recommended Standard for Writing.
		8.W.6		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.	New recommended Standard for Writing.
		8.W.7		Draw evidence from literary or informational texts to support analysis, reflection, and research.	New recommended Standard for Writing.
		8.W.8		Write arguments to support claims with clear reasons and relevant evidence.	New recommended Standard for Writing.
		8.W.8a		Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	New recommended Standard for Writing.
		8.W.8b		Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	New recommended Standard for Writing.

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		8.W.9		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	New recommended Standard for Writing.
		8.W.9a		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.	New recommended Standard for Writing.
		8.W.9b		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	New recommended Standard for Writing.
		8.W.10		Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing	New recommended Standard for Writing.
		8.W10a		Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters; organize a clear sequence of events 577.08jETEMC1y18f401.781 67.5 Tc -0.559 re4 re72.3l0.7(e)-6(n)I	

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		8.W.10b		Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	New recommended Standard for Writing.
		8.W.10b		Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	New recommended Standard for Writing.
		8.W.10c		Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	New recommended Standard for Writing.

8.W.10d

Use precise words and phrases, relevant descmmamon 0 11.08 TmD(exp)5.3(er)3.ilsar,

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		8.W.11b		Not applicable to this grade	New recommended Standard for Writing.
		8.W.11c		Not applicable to this grade	New recommended Standard for Writing.

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		8.SL.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	No change	
		8.SL.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their personal views in light of the evidence presented.	Changed language for consistency.

8.SL.1e   Seek to understand other

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		8.L.2b	Use an ellipsis to indicate an omission.	No change	
		8.L.2c	Spell correctly.	Delete	
		8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	No change	
		8.L.3a	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).	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	Changed to omit example. Committee recommends a separate section with examples/guidance.
		8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrana 8a-9.bana on grade 8 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrana 8a-9, choo 8a-9ing flexibly from a range of strategies.	Changed to omit reference to grade-lael text (put note in introductio that all standard should.be bana on grade-appropriate texts).
		8.L.4a	Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or functio in a natenca as a clue to the meaning of a word or phrana	No change	

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		8.L.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	No change	
		8.L.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the -3(h)2.3(e)7.9313/@ies,		

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| | | 8.L.5c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute). | Changed to simplify (no need to define terms-could go in a separate glossary). |
| | | 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. | Acquire and accurately use general academic and domain-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Changed to omit reference to grade-level text (put note in introduction that all standards should be based on grade-appropriate texts). |

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