

GRADE LEVEL CONTENT EXPECTATIONS

8 ELA

v. 12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan's K-8 Grade Level Content Expectations

Purpose & Overview

In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the federal No Child Left Behind Act of 2001. This act mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content.

In this global economy, it is essential that Michigan students possess personal, social, occupational, civic, and quantitative literacy. Mastery of the knowledge and essential skills defined in Michigan's Grade Level Content Expectations will increase students' ability to be successful academically, contribute to the future businesses that employ them and the communities in which they choose to live.

The **Grade Level Content Expectations** build from the Michigan Curriculum Framework and its Teaching and Assessment Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

Why Create a 12.05 Version of the Expectations?

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the revision of the 6.04 edition that was previously released in June of 2004. This new version, v.12.05, refines and clarifies the original expectations, while preserving their essence and original intent. As education continues to evolve, it is important to remember that each curriculum document should be considered as a work in progress, and will continue to be refined to improve the quality.

The revision process greatly improved the continuity from one grade to the next, and better ensured coherence both in content and pedagogy. To obtain more specific details about the revisions, please refer to the addendum included in this document. The forward of the *Across the Grades v.12.05* companion document also clarifies the types of changes made. Educators can access the *Across the Grades* companion document by visiting the Michigan Department of Education Grade Level Content Expectations web page at www.michigan.gov/glce.

Assessment

The Grade Level Content Expectations document is intended to be a state assessment tool with the expectations written to convey expected performances by students. The Office of Assessment and Accountability was involved in the development of version 12.05 and has incorporated the changes in the construction of test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. This updated version will assist us in the creation of companion documents, content examples, and to guide program planners in focusing resources and energy.

Curriculum

Using this document as a focal point in the school improvement process, schools and districts can generate conversations among stakeholders concerning current policies and practices to consider ways to improve and enhance student achievement. Together, stakeholders can use these expectations to guide curricular and instructional decisions, identify professional development needs, and assess student achievement.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown below. The skills and content addressed in these expectations will in practice be woven together into a coherent, English language arts curriculum. Beyond the English language arts curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade-level, and expectation number. For example, **R.NT.00.01** indicates:

R - Reading Strand

NT - Narrative Text Domain

00 - Kindergarten Expectation

01 - First Expectation in the Grade-Level Narrative Text Domain

Strand 1 Reading	Strand 2 Writing	Strand 3 Speaking	Strand 4 Listening & Viewing
Domains			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)	Genre (GN) Process (PR) Personal Style (PS) Grammar & Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)	Conventions (CN) Discourse (DS)	Conventions (CN) Response (RP)

Preparing Students for Academic Success

Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. As we use these expectations to develop units of instruction and plan instructional delivery, it is critical to keep in mind that content knowledge alone is not sufficient for academic success. Students must be able to apply knowledge in new situations, to solve problems by generating new ideas, and to make connections between what they learn in class to the world around them. The art of teaching is what makes the content of learning become a reality.

Through the collaborative efforts of Michigan educators and creation of professional learning communities, we can enable our young people to attain the highest standards, and thereby open doors for them to have fulfilling and successful lives.

Word Recognition*Students will...*

R.WS.08.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.08.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.

R.WS.08.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.08.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.08.05 acquire and apply strategies to identify unknown words and construct meaning.

Fluency*Students will...*

R.WS.08.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

Vocabulary*Students will...*

R.WS.08.07 in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

Narrative Text

Students will...

R.NT.08.01 investigate various examples of distortion and stereotypes such as those associated with gender; race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.NT.08.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.

R.NT.08.03 analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.

R.NT.08.04 analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.

Informational Text

Students will...

R.IT.08.01 analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

R.IT.08.02 analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

R.IT.08.03 explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

Comprehension

Students will...

R.CM.08.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.08.02 retell through concise summarization grade-level narrative and informational text.

R.CM.08.03 analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.08.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

Students will...

R.MT.08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.08.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.

Critical Standards

Students will...

R.CS.08.01 evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

Reading Attitude

Students will...

R.AT.08.01 be enthusiastic about reading and do substantial reading and writing on their own.

WRITING

Writing Genres

Students will...

W.GN.08.01 write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).

W.GN.08.02 write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.

W.GN.08.03 formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.

Writing Process

Students will...

W.PR.08.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

W.PR.08.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).

W.PR.08.03 draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.

W.PR.08.04 revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.

W.PR.08.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

Personal Style

Students will...

W.PS.08.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Grammar and Usage

Students will...

W.GR.08.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.

Spelling

Students will...

W.SP.08.01 in the context of writing use correct spelling conventions.

Handwriting

Students will...

W.HW.08.01 write neat and legible compositions.

Writing Attitude

Students will...

W.AT.08.01 be enthusiastic about writing and learning to write.

SPEAKING

Conventions

Students will...

S.CN.08.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.

S.CN.08.02 speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.

S.CN.08.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

Discourse

Students will...

S.DS.08.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

S.DS.08.02 respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.

S.DS.08.03 discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).

S.DS.08.04 plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

**LISTENING
& VIEWING**

Conventions

Students will...

L.CN.08.01 analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.

L.CN.08.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

Response

Students will...

L.RP.08.01 listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.

L.RP.08.02 select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.08.03 paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.

L.RP.08.04 analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.

L.RP.08.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

L.RP.08.06 evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.

L.RP.08.07 interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.