

Dept. of Education and
Early Development



ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 8

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Alaska English/Language Arts Standards Grade 8

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.1
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the key ideas explicitly stated in the text and the evidence in the text that strongly supports the key ideas. Recognize the difference between inference and what is explicitly stated in the text.	Analyze text by making inferences about what is not directly stated in a text and by evaluating which evidence most strongly supports the identified key ideas. Cite the evidence used to make inferences not explicitly stated in the text.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.2
	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; restate and summarize main ideas or events, in correct sequence, after reading a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Understand theme and central idea of a text. Know the literary elements (characters, setting, plot). Objectively summarize a text.	Analyze the development of a theme or central idea over the course of a text. Analyze its relationship to the literary elements over the course of a text. Provide an objective summary of the text.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.3
	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the literary elements dialogue, plot, and characterization.	<p>Analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.</p> <p>Analyze lines of incidents for propelling action, revealing character, and provoking decisions.</p>		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.4
	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify words and phrases, including figurative and connotative words and phrases in a text.	Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text.		
Identify meaning and tone of a text.	Analyze the impact of word choices on meaning and tone of a text.		
Identify analogies and allusions to other texts.	Analyze the impact of analogies and allusions to other texts on meaning and tone.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.5 Analyze the overall structure of a text. 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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify structural elements of two or more texts.	Compare and contrast the structure of two literary texts. Analyze how the structure of each text contributes to its meaning and style.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.6
	Analyze author’s purpose and 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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define dramatic irony, suspense, and humor. Identify characters’ points of view. Recognize the techniques writers use to build suspense. Recognize the techniques writers use to add humor.	Cite examples from the text where characters with different points of view create suspense or humor. Analyze how the characters’ and the audience’s varying points of view create humor and suspense.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (e.g., <i>Old Yeller</i> , <i>Brian's Song</i> , <i>The Miracle Worker</i>).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize choices directors and actors make. Define evaluate.	Compare and contrast text (story or drama) and live or filmed production. Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production. Evaluate the outcome/impact of choices made by directors and actors.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.8
	(Not applicable to literature)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	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 describing how the material is rendered new.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify theme, pattern of events, or character types. Determine the similarities and differences between a modern work of fiction, myth, traditional story, and religious work.	Compare/contrast themes, patterns of events, and character types. Compare/contrast modern works of fiction, myths, traditional stories or religious works. Evaluate how the myths, traditional stories, or religious works are rendered new.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Literature 6-12
Grade Level	8
Standard	RL.8.10
	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in literary text at appropriate complexity.	Comprehend key ideas and details, craft and structure, and integration of knowledge and ideas in literary text at appropriate complexity, independently and proficiently.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.1
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the difference in explicitly stated and inferred information in a text.	<p>Determine strongly supporting details for what is explicitly stated and for inferences made.</p> <p>Make inferences about what is said in the text.</p> <p>Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).</p>		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.2
	Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the central idea of a text and the ideas that support the central idea.	<p>Determine the relationship of ideas that support the central idea.</p> <p>Analyze the development of the central idea over the course of the text.</p> <p>Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.</p>		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.3
	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define compare/contrast, analogy, and categorization. Identify individuals, events, and ideas within a text.	Compare how individuals, ideas, and events are connected (including classification and analogies). Contrast the distinctions between individuals, ideas, and events within a text (including classification and analogies).		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.4
	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify words and phrases in a text. Identify figurative, connotative, and technical words and phrases in a text. Identify words and phrases that include analogies and allusions to other texts, in a text.	Determine the meaning of words and phrases, including figurative, connotative, and technical meanings of words and phrases as used in a text. Analyze the impact of word choice on meaning and tone. Analyze the impact of the use of analogies and allusions to other texts on meaning and tone.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.5 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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify different roles of sentences and structure of a specific paragraph in an informational text.	Analyze the role that a particular sentence plays in the paragraph in developing and refining the key concept and structure of specific sentences in developing the paragraph.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.6
	Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the author’s point of view or purpose. Identify evidence the author uses to support his/her viewpoint/ purpose and conflicting evidence or viewpoints presented in a given text.	Compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints. Analyze the techniques the author uses to respond to conflicting evidence. Support your analysis with examples from the text.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify print, digital, video, and multimedia mediums. Define evaluate. Use different mediums.	Evaluate the advantages of using print, digital text, video, and multimedia to present a topic or idea. Evaluate the disadvantages of using print, digital text, video, and multimedia to present a topic or idea.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.8
	Delineate and evaluate the argument and specific claims in a text (e.g., identify bias and propaganda techniques, well-supported logical arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define and identify relevant/irrelevant evidence, sufficient/insufficient evidence, and sound/unsound reasoning in informational text.	<p>Delineate the argument and specific claims in a text.</p> <p>Classify evidence as relevant/irrelevant, reasoning as sound/unsound, and evidence as sufficient/insufficient in informational text.</p> <p>Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.</p>		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.9 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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify differences or conflicting information. Recognize facts or interpretations. Identify criteria for analyzing.	Analyze two or more texts for conflicting information and how the texts disagree in facts or interpretation.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Informational Text 6-12
Grade Level	8
Standard	RI.8.10
	By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.	Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.		

Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Content	Writing Standards 6-12
Grade Level	8
Standard	<p>W.8.1.a-d</p> <p>Write arguments to support claims with clear reasons and relevant evidence;</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;</p> <p>d. Establish and maintain a formal style;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify and explain: <ul style="list-style-type: none"> • accurate, credible sources • phrases and clauses that create cohesion and clarify relationships • alternate, counter-, or opposing claims • relevance and evidence 	Determine how to introduce claims and acknowledge or distinguish alternate or opposing claims. Organize reasons and evidence logically. Build support for claims with		Write an argument which: <ul style="list-style-type: none"> • supports claims with clear, logical reasons and relevant evidence • introduces claims • acknowledges and distinguishes claim(s) from alternate or opposing claims

<ul style="list-style-type: none"> • argument • concluding statement • formal style 	<p>logical reasoning and relevant evidence.</p> <p>Distinguish between relevant and irrelevant evidence.</p> <p>Evaluate sources for credibility and accuracy.</p> <p>Demonstrate understanding of topic or text.</p> <p>Create cohesion and clarify relationships among claims(s), counterclaims, reasons, and evidence using words, phrases, or clauses.</p> <p>Establish and maintain a formal style.</p> <p>Plan a concluding statement or section that follows from, and supports, the argument presented.</p>		<ul style="list-style-type: none"> • demonstrates logical organization of reasons and evidence • cites credible and accurate sources of information • demonstrates an understanding of the topic or text • uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence • establishes and maintains a formal style • provides a concluding statement that follows from and supports the argument presented
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Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.2.a-f
	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Establish and maintain a formal style; f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify topic.	Organize ideas, concepts, and information into broader categories.		Write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of
Select relevant content for topic.			
Identify transitions.	Analyze and organize relevant		

<p>Identify precise language and domain-specific vocabulary.</p> <p>Identify formal style.</p> <p>Identify a conclusion for the topic that follows from and supports the information or explanation presented.</p>	<p>content using facts, definitions, concrete details, and quotations to develop the topic.</p> <p>Select appropriate and varied transitions to create cohesion and clarify relationships.</p> <p>Determine precise language and domain specific vocabulary.</p> <p>Determine an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented.</p>		<p>relevant content.</p> <p>Introduce topic previewing what is to follow.</p> <p>Organize ideas, concepts, and information into broader categories.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, other information and examples.</p> <p>Apply formatting, graphics, and multimedia to aid comprehension.</p> <p>Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion.</p> <p>Use precise language and domain-specific vocabulary.</p> <p>Establish and maintain a formal style.</p> <p>Provide an effective, concluding statement or section that supports the topic.</p>
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Alaska English/Language Arts Standards Grade 8

Anchor Standard	Use narrative writing to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
Content	Writing Standards 6-12
Grade Level	8
Standard	<p>W.8.3.a-e</p> <p>Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically;</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters;</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events;</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify various points of view in narratives.	Interpret points of view of various narratives.		Write a narrative to develop real or imagined experiences or events that:
Identify narrative techniques used in a variety of narratives.	Design and organize event sequences that unfold naturally and logically.		<ul style="list-style-type: none"> • engages the reader • establishes a context with point of view and introduces a narrator
Recognize transition words,			

<p>phrases, and clauses.</p> <p>Recognize how authors use precise words/phrases, description, and sensory details to help readers visualize or sense the action of a narrative.</p>	<p>Use a variety of transitions to shift from one setting to another.</p> <p>Analyze the relationships among experiences and events.</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters.</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences and events.</p> <p>Assemble a conclusion that reflects on experiences and events in a narrative.</p>		<p>and/or characters</p> <ul style="list-style-type: none"> • uses techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, characters • uses a variety of transitions to convey sequence, signal shifts, and reflect relationships • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion
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Alaska English/Language Arts Standards Grade 8

Anchor Standard	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
	Analyze the reason for writing a piece to decide on task, purpose, and audience. Determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience.		Produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience.

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.5
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Recognize how well the focus of audience and purpose has been addressed.</p> <p>Know how to edit for conventions</p>	<p>With some guidance and support from peers and adults, students develop and strengthen writing by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>Determine how well the focus of audience and purpose has been addressed.</p>		

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Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.6
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Identify publishing and collaborative options that use technology.</p> <p>Know how to collaborate effectively for an intended purpose.</p> <p>Select technology to present information and ideas.</p>	<p>Determine the best technology tools for producing and publishing writing, including online tools.</p> <p>Determine the best technology options for communicating and collaborating with others, including online tools.</p> <p>Evaluate the relationship between information presented and ideas expressed.</p>	<p>Use technology, including the Internet, to produce, revise, edit, and publish writing, to interact and collaborate with others for an intended purpose, and to present information and ideas.</p>	

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.7
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply reliable sources of information, appropriate inquiry methods to conduct a research project, and multiple avenues of exploration (technology, library skills, etc.).	<p>Determine which facts/examples best answer a question.</p> <p>Draw conclusions about the validity of sources.</p> <p>Formulate questions, either verbally or written, that would allow for other avenues of exploration.</p> <p>Conduct short research projects that answer questions (including self-generated questions), draw on several sources, and generate additional, related, and focused</p>		

	questions that allow for multiple avenues of exploration.		
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Alaska English/Language Arts Standards Grade 8

Anchor Standard	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.8
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize standard format for citation. Determine the relevance of information gathered from print and digital sources. Use search terms effectively. Gather relevant information from multiple sources.	Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusion of others while avoiding plagiarism.		

Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Content	Writing Standards 6-12
Grade Level	8
Standard	<p>W.8.9.a-b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research;</p> <p>a. Apply grade 8 Reading standards to literature (e.g., <i>“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.”</i>);</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., <i>“Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”</i>).</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research.</p> <p>Cite textual evidence to support analysis of what the text says explicitly.</p>	<p>Draw evidence from key ideas and details as support for research.</p> <p>Analyze key ideas and details in a text as evidence to support understanding of text.</p> <p>Reflect on key ideas and details in a text as evidence to support understanding of text.</p>		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Content	Writing Standards 6-12
Grade Level	8
Standard	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify task, audience, and purpose for various types of writing. Identify the organizational structures for various types of writing.	Determine task, purpose, and audience for various types of writing over extended and short time frames. Determine appropriate organization structure to use for various types of writing based upon task, purpose, and audience.	Write for various audiences and purposes for a shortened time frame (a single sitting or a day or two). Write for various purposes and audiences with an extended time frame (time for research, reflection, and revision).	

Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Content	Speaking and Listening Standards 6-12
Grade Level	8
Standard	<p>SL.8.1.a-d</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly;</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;</p> <p>b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed;</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas;</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas from reading material or research.	Analyze text, issues, and others' opinions.	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts.	
Describe components of collegial discussion and decision-making.	Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others.	Demonstrate collegial rules for discussion and decision-making.	
Recognize key ideas and new			

<p>information posed during discussions.</p>	<p>Evaluate personal views and the views of others.</p> <p>Track progress toward specific goals and deadlines, defining individual roles as needed.</p> <p>Evaluate new information posed and personal views, as well as the views of others.</p> <p>Formulate comments, questions, and responses based on evidence, observations, and ideas.</p>	<p>Articulate own ideas clearly.</p> <p>Pose relevant questions that connect ideas of several speakers.</p> <p>Respond to questions and comments with relevant details.</p> <p>Acknowledge new information posed and use evidence to justify personal viewpoints.</p>	
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Alaska English/Language Arts Standards Grade 8

Anchor Standard	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Content	Speaking and Listening Standards 6-12
Grade Level	8
Standard	SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify author's purpose of information presented. Identify author's motives for the presentation of information.	Analyze the purpose of information presented in diverse media and formats. Evaluate the motives behind the presentation of the information.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Content	Speaking and Listening Standards 6-12
Grade Level	8
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define and identify a speaker's argument and claims. Define and identify sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence.	Define and identify a speaker's argument and claims. Define and identify sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence.		

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
Content	Speaking and Listening Standards 6-12
Grade Level	8
Standard	SL.8.4
	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify claims/findings. Identify appropriate eye contact, adequate volume, and clear pronunciation.	Determine salient points, relevant evidence, sound, valid reasoning, and well-chosen details. Organize points and details in a coherent manner.	Give an oral presentation presenting claims and findings emphasizing salient points with relevant evidence, sound, valid reasoning, and well-chosen details in a focused, coherent manner. Demonstrate appropriate eye contact, adequate volume, and clear pronunciation.	

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Content	Speaking and Listening Standards 6-12
Grade Level	8
Standard	SL.8.5
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Integrate multimedia and visual displays.	<p>Determine when to integrate multimedia and visual displays to clarify information and strengthen claims and evidence.</p> <p>Determine when to integrate multimedia and visual displays to add interest.</p>	Integrate multimedia components/visual displays in a presentation to clarify information, strengthen claims and evidence, and add interest.	

Alaska English/Language Arts Standards Grade 8

Anchor Standard	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Content	Speaking and Listening Standards 6-12
Grade Level	8
Standard	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Describe the qualities of formal speech. Describe the qualities of informal speech.	Determine if formal or informal speech is appropriate in the context of a given situation.	Adapt speech to a given context or task when speaking. Demonstrate correct use of formal English when speaking.	

Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Content	Language Standards 6-12
Grade Level	8
Standard	<p>L.8.1.a-c</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English;</p> <p>b. Form and use verbs in the active and passive voice;</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood;</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define verbals: <ul style="list-style-type: none"> • gerunds • participles • infinitives Recognize active and passive voice verbs. Identify verb moods: <ul style="list-style-type: none"> • indicative • imperative • interrogative 	Demonstrate command of the conventions of standard English grammar and usage when writing. Explain the function of verbals in general and in sentences. Form and use verbs in active and passive voice. Use indicative, imperative, interrogative, conditional, and subjunctive verb moods correctly	Demonstrate command of the conventions of standard English grammar and usage speaking. Form and use verbs in active and passive voice correctly. Use indicative, imperative, interrogative, conditional, and subjunctive verb moods correctly in writing and speaking. Correct inappropriate shifts in	

<ul style="list-style-type: none">• conditional• subjunctive <p>Recognize inappropriate verb voice and mood.</p>	<p>in writing and speaking.</p> <p>Correct inappropriate shifts in verb voice and mood.</p>	<p>verb voice and mood.</p>	
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Alaska English/Language Arts Standards Grade 8

Anchor Standard	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Content	Language Standards 6-12
Grade Level	8
Standard	L.8.2.a-c
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ul style="list-style-type: none"> a. Use punctuation (<i>comma, ellipsis, dash</i>) to indicate a pause or break; b. Use an ellipsis to indicate an omission; c. Spell correctly.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Apply correct capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (<i>commas, ellipsis, or dash</i>) to indicate a pause or a break.</p> <p>Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical).</p>			

<p>Know that the interrupting element can be a phrase, an adverb like <i>however</i>, a transitional phrase like <i>in fact</i>, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation.</p> <p>Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time.</p> <p>Know that an ellipsis is three or four dots within the sentence.</p> <p>Use a dash to set off material that is parenthetical or synoptic in nature.</p> <p>Know that a dash is two hyphens without a space between them or on either side.</p> <p>Recall and apply spelling rules.</p> <p>Identify and correct misspelled words.</p>			
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Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Content	Language Standards 6-12
Grade Level	8
Standard	L.8.3
	Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the conventions of language for writing, speaking, reading, and listening.	Apply knowledge of language when writing, reading, and listening.	Use knowledge of language when speaking.	
Recognize when verbs are active or passive voice or are conditional and subjunctive mood.	Apply knowledge of language conventions when writing, reading, and listening. Determine when to use verbs in active or passive voice and verbs in the conditional and subjunctive mood to achieve particular effects when writing.	Use knowledge of language conventions when speaking. Determine when to use verbs in active or passive voice and verbs in the conditional and subjunctive mood to achieve particular effects when speaking.	

Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Content	Language Standards 6-12
Grade Level	8
Standard	L.8.4.a-d
	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies;</p> <p>a. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence), knowledge of language structure including using context clues and prior knowledge;</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>);</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize that many words have more than one meaning.	Verify the initial determination of the meaning of a word.		
Identify common, grade-appropriate Greek and Latin	Clarify the intended meaning of multiple-meaning words and		

<p>affixes and roots.</p> <p>Consult general and specialized reference materials, both print and digital, to find pronunciation and determine or clarify precise meaning or part of speech.</p>	<p>phrases.</p> <p>Determine the meaning of a word or phrase by using context clues and common Greek and Latin affixes and roots.</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p>		
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Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Content	Language Standards 6-12
Grade Level	8
Standard	<p>L.8.5.a-c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p> <p>a. Interpret the intent or meaning of figures of speech (e.g., verbal irony, puns, mixed metaphor) as used in context;</p> <p>b. Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words;</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Recognize the meaning of figurative language (e.g. verbal irony, puns) and different types of relationships of words.</p> <p>Define the meaning of the terms connotation and denotation (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context.</p> <p>Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity.</p> <p>Distinguish among the connotations of words with similar denotations (e.g.,</p>		

	<i>bullheaded, willful, firm, persistent, resolute).</i>		
	Demonstrate the relationship between words to find meaning.		

Alaska English/Language Arts Standards

Grade 8

Anchor Standard	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing , speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Content	Language Standards 6-12
Grade Level	8
Standard	L.8.6
	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify general academic and domain specific words and phrases that are grade appropriate. Gather vocabulary knowledge when considering words and phrases important to comprehension or expression.	Use accurately words and phrases important to the comprehension of academic and domain-specific words. Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. Select appropriate references and resources to aid in gathering vocabulary knowledge.		

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.1
	1. Cite specific textual evidence to support analysis of primary and secondary sources.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.2
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.3
	3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.4 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.5
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.6
	6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.7
	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.8
	8. Distinguish among fact, opinion, and reasoned judgment in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.9
	9. Analyze the relationship between a primary and secondary source on the same topic.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Literacy in History/Social Studies 6-12
Grade Level	0
Standard	RH.6-7-8.10
	10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.1
	1. Cite specific textual evidence to support analysis of science and technical texts.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.2 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.3
	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.4 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.5 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.6
	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.7
	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.8
	8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.9 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Literacy in Science and Technical Subjects 6-12
Grade Level	0
Standard	RST.6-7-8.10
	10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	<p>WHST.6-7-8.1.a-d</p> <p>1. Write arguments focused on discipline-specific content; a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources; c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; d. Establish and maintain a formal style; e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	<p>WHST.6-7-8.2.a-f</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes; a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Establish and maintain a formal style and objective tone; f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.3
	3. Not applicable as a separate requirement.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.4
	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.5
	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.6
	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.7
	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.8
	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.9
	9. Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 0

Anchor Standard	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Content	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12
Grade Level	0
Standard	WHST.6-7-8.10 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.