

## Eighth Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

### Abbreviations Used

#### UC Utah Core

Std Standard

Obj Objective

Ind Indicator

#### Example

812a = 8<sup>th</sup> Grade, Standard 1 (Reading), Objective 2 (Comprehension of Informational Text), Indicator a (Use external text features to enhance comprehension).

#### CC Common Core

RL Reading Standards for Literature (Common Core)

RI Reading Standards for Informational Text (Common Core)

RF Reading Standards: Foundational Skills (Common Core)

W Writing Standards (Common Core)

SL Speaking and Listening (Common Core)

L Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

#### Example

8W1d = 8th Grade, Writing Strand, Standard 1 (Write arguments to support claims with clear reasons and relevant evidence), Indicator d (Establish and maintain a formal style)

## Introduction to Eighth Grade

Written by the Eighth Grade Common Core Statewide Teacher Team

The Utah Core has many strengths and components found in the Common Core; however, the Common Core requires more depth and analysis of reading, writing, language, and speaking and listening. Ultimately, the Common Core is more rigorous than the Utah Core, but has many of the same basic principles and starting points for 8<sup>th</sup> graders. Items that are not in the Common Core that were in the Utah Core are usually found in younger grades with the expectation that students have that information before entering the 8<sup>th</sup> grade. **The biggest differences are: more difficult texts including many more informational texts, multi-formats of writing (i.e. argumentative, informative, and narrative), and use of multi-media in classroom instruction.**

### UTAH CORE ANALYSIS

#### Reading

##### Strengths

- Utah Core requires word and vocabulary analysis. This is brought up in the Common Core, but in its own category (Language).
- Word parts are taught throughout the older grade levels in the Utah Core. This is strength because students who are taught all of the word parts at younger ages are less likely to have interacted with more advanced words that use some of these word parts.
- Utah Core requires students to have a continuing interaction with words and vocabulary analysis.
- Utah Core discusses external text features, whereas there is nothing on Common Core after elementary grades.
- Descriptive and figurative language is explicitly taught in Utah Core. While language is addressed in the Common Core, there is nothing in the 8<sup>th</sup> grade about these items.

##### Gaps

- The overall rigor and depth of the Utah Core seems lacking when compared with the Common Core. This is seen in ALL of the standards.
- Much of the Utah Core is implied for depth, but doesn't explicitly require depth.
- The informational portion of the Reading Standards is very small in requirements. Informational Reading is not emphasized.
- Literary Reading seems to be the stronger focus in all of the secondary grades, and is repetitive through the 8<sup>th</sup>-11<sup>th</sup> grades.

#### Writing

##### Strengths

- Utah Core was tightly tied to the 6-traits of writing,
- Utah Core provided teachers with very specific focus on specific skill sets (quotation marks, commas in dialogue, 8<sup>th</sup> grade spelling words),
- Utah Core emphasizes Writing to Learn as standard skill,
- Connecting text-to-self, text-to-world and text-to-text is included in Utah Core
- Utah Core focuses mainly on narrative writing, allowing teachers to explore the narrative genre in-depth

##### Gaps

- The specificity of the Utah Core may reduce and simplify the skills taught at each grade level
- Students learn different genres in different grades- this has often caused problems if students move and or didn't master the narrative genre in the 8<sup>th</sup> grade because it is not revisited in high school

- Lack of specificity in conventions- Common Core has more convention information
- Lack of emphasis on the role that structure, author point of view and accuracy of information play in writing
- No reference to domain-specific vocabulary
- Lack of use of technology and digital 21<sup>st</sup> century literacies

## **Inquiry**

### Strengths

- The Utah Core allows students and teachers to approach inquiry and research in a systematic level, and encourages participation in a variety of venues. Research is vital for students to be able to access information outside of the classroom.
- One of the greatest strengths of the Inquiry Standard is its flexibility in allowing teachers to adapt to the needs of their specific classes or demographics.
- This Standard also focuses on cooperation among students, which is a much-needed skill in today's global community, and allows students to be pushed out of their comfort zones to assume responsibility for tasks.

### Gaps

- The Standard is very general and broad and many new teachers are confused as to how this should be translated into the classroom.
- It also doesn't address modern technologies which are becoming more commonplace in educational and real-world settings.
- The Standard does not address more rigorous analysis such as motives and relevancy in arguments—it only gives a general outline for what is expected. This ambiguity might be daunting for teachers who need very explicit direction.

## **COMMON CORE ANALYSIS**

### **Reading**

#### Strengths

- Common Core requires more depth and rigor-goes beyond comprehending and inferring to ANALYZING
- Inclusion of film and drama which adds to the Language Arts experience and makes it more relevant to modern day and to student interest
- Multi-media usage in class, catching students up to modern day requirements to be career and college ready
- Requires mythology, folklore, and religious stories to be taught (which are often foundation pieces to literary stories)
- Requires a lot more informational reading in the Common Core
- Asks students to question a source's or author's point of view and relevancy (is it dependable)

#### Challenges

- While the Common Core goes deeper (a strength) is also goes wider and pacing is a concern

### **Writing**

#### Strengths

- More comprehensive and rigorous core
- Includes three genres:
  - Argumentative writing (which most similar persuasive writing) emphasizes using claims, clear reasoning and relevant evidence
  - Informative/Explanatory writing emphasizes examining a topic in-depth and conveying ideas through the analysis of relevant content.
  - Narrative writing is very similar to the Utah Core
- Argumentative writing, although a change from persuasive writing, will help students develop higher order and critical thinking skills

- Emphasizes the importance of organization in writing (organizing ideas, using transitions, selecting well-chosen facts/examples)
- Emphasizes the use of domain-specific vocabulary
- Emphasizes publishing writing
- Increases use of digital technology and thus enhances 21<sup>st</sup> century “digital” literacies

#### Challenges

- Common Core does not provide the same levels of specificity (for example, grade level spelling words and specific writing genres to be covered in separate grades) as the Utah Core.
- Many Utah teachers currently use the 6 traits while the Common Core emphasizes three kinds of writing: 1) argumentation; 2) explanatory, and 3) narrative
- The Common Core loosely incorporates writing to learn and instead emphasizes final product writing
- The Common Core does not explicitly state the writing-to-learn skills of connecting text-to-self, text-to-world and text-to-text

### **Speaking & Listening**

#### Strengths

- The Common Core takes into consideration the more modern sources of information in a world where they will be using it on a consistent basis.
- The Common Core reinforces the idea of using multiple sources of information and analysis to produce a broadly researched, more conclusive approach to research learning.
- The Standards included are more specific and detailed when dealing with group or individual research/presentations which gives newer teachers a more consistent guide in creating effective groups.
- This Standard requires a more rigorous analysis of information to determine relevancy and appropriateness of research used in group/individual essays or presentations, with an emphasis on the consistency of multiple sources.

#### Challenges

- Upon thorough analysis of the Common Core, the system is very ambitious in its expectations of what teachers are going to be able to accomplish, and the available funding and resources in all areas of the nation are not the same.

### **Language**

#### Strengths

- This is a new Standard that branches off from the original Utah Core. This new standard emphasizes language acquisition, vocabulary, and conventions.
- Modern punctuation conventions are encouraged which reflects students’ use.
- The form and function of specific grammatical terms are emphasized to encourage better students writing.
- The standard encourages many different types of vocabulary acquisition and allows students to have real-life learning experiences.
- This new standard encourages vocabulary development and word meaning from the context of various sources, including utilizing and referencing both print and digital materials.

#### Challenges

- Grade-appropriate vocabulary, affixes, phrases are not defined, which leaves teachers unsure of what to teach specifically.
- Vocabulary development is a key foundation in which teachers, as a rule, depend on to construct their lessons based on prior learning. Without set grade-level specifics, differences and gaps could arise.

**Thanks to the Eighth Grade Common Core Statewide Teacher Team:**

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**Process for committee selection:** In October 2010 USOE requested that each district nominate teachers and other curriculum specialists or instructional coaches to represent each district, grades K-12. Nominees were selected by USOE based on their expertise and a broad state representation. The committee met for three days in the fall of 2010 in grade level teams to develop the Common Core Alignment document. They also made recommendations for the content of the Common Core Academy and the ongoing Professional Development for teachers in their respective grade level.

**One resource for Instructional Units:** Common Core curriculum maps for each grade have been designed by teachers for teachers and are available in draft form on the following website: <http://commoncore.org/maps/index.php>

Eighth Grade Utah Core to Common Core English Language Arts Alignment		8 <sup>TH</sup> GRADE
Eighth Grade Utah Core	Eighth Grade Common Core	

		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
<b>Std 1</b>	<b>(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>						
<b>Obj 1</b>	(Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.	8RL4 8RI4		X			
	a. Identify common prefixes and suffixes to determine the meanings of words.					X	Known to be elsewhere in the Common Core in younger grades.
	b. Extend the meanings of words through understanding of connotation.	8RL4 8RI4		X X			
	c. Determine word meaning through context clues: restatement and synonym.	8RL4 8RI4		X X			
	d. Distinguish between commonly confused words (i.e., capital /capitol; cell/sale/sell; choose/chose; emigrate/immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week).					X	
<b>Obj 2</b>	(Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, letters, graphs, charts).	8RI1 8RI2 8RI3 8RI7		X	X X X		Common Core is more explicit on skills required to evaluate and interact with texts. Including comparing/contrasting (BIG component).
	a. Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents, glossaries, indexes).					X	
	b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	8RI4 8RI5		X	X		
	c. Infer meaning from explicit information in text.	8RI1		X			In Common Core students must CITE their inferences and conclusion.
	d. Distinguish fact from opinion.	8RI9		X			Common Core requires multiple texts for comparing/contrasting facts and opinions
<b>Obj 3</b>	(Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.	8RL2 8RL10		X X			Utah Core asks for more specific literary elements. Common Core not limited to narrative text,

Eighth Grade Utah Core to Common Core English Language Arts Alignment						8 <sup>TH</sup> GRADE	
Eighth Grade Utah Core		Eighth Grade Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
							includes drama and poetry
	a. Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing).	8RL3		X			
	b. Describe a character’s traits based on what other characters think, say, and do.	8RL3		X			
	c. Identify themes in literary works.	8RL2		X			Common Core requires analysis of theme through characters and plot development
	d. Identify descriptive details and imagery that establish setting. Compare types of figurative language (i.e., simile, metaphor, and symbolism).					X	
	e. Distinguish between free verse and rhyme.					X	
<b>Std 2</b>	<b>Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.</b>						
<b>Obj 1</b>	(Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.					X	Writing to learn in the common core not stated explicitly.
	a. Organize events and ideas in order of importance.	8W2a		X			Utah Core and common core both discuss organization in writing
	b. Focus written facts or events around a clearly stated, unifying idea.	8W1c		X			Unifying idea/ cohesion are discussed in both Utah Core and Common core
	c. Connect text-to-self, text-to-world and text-to-text.					X	Writing to express connections are only in Utah Core
<b>Obj 2</b>	(Extended Writing): Write to identify and reflect on feelings to recreate experiences. Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels	8W4 8W5		X			Utah Core is specific to developing narrative writing, common core has a wider scope, covering more writing genres.
	a. Convey a unifying theme or idea.	8W1E 8W1c	X				Common Core and Utah Core both cover unifying themes and cohesion
	b. Order events effectively and experiment with flashback	8W3c	X				Foreshadowing/ order of events mentioned

Eighth Grade Utah Core to Common Core English Language Arts Alignment						8 <sup>TH</sup> GRADE	
Eighth Grade Utah Core		Eighth Grade Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	and foreshadowing.						in narrative section of common core
	c. Use narrative details (e.g., dialogue, description, imagery, symbolism).	8W3a 8W3b	X				Narrative techniques are covered well in both the common core and Utah core
<b>Obj 3</b>	(Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.	8W1d 8L2 8L2			X		In general, conventions are less explicitly taught in the common core, they seem more integrated into the bigger concepts, without directly saying when or where or how to teach these specific skills. Here we tried to find specific overlaps.  Common core asks students to establish and maintain a formal writing style, which would include revised and edited writing.
	a. Evaluate and revise for:	8W5	X				Common Core requests students go through the final revision process, with support
	<ul style="list-style-type: none"> <li>Ideas: Specific and relevant details that support the idea.</li> </ul>	8W1b			X		Common Core asks students to support reasoning with evidence
	<ul style="list-style-type: none"> <li>Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.</li> </ul>	8W3e		X			Common Core asks students to provide a conclusion in writing
	<ul style="list-style-type: none"> <li>Voice: Appropriate tone and voice.</li> </ul>	8W3d		X			Common Core asks students to use precise language
	<ul style="list-style-type: none"> <li>Word Choice: Words appropriate to audience.</li> </ul>	8W3d 8W4		X			Common core asks students to use precise language
	<ul style="list-style-type: none"> <li>Varied sentence structure.</li> </ul>	8W1d 8W3c			X		Formal style would include varied sentence structures and different transitions, this is loosely implied
	b. Edit for conventions:	8L1 8L2 82a 8L2c	X				



Eighth Grade Utah Core to Common Core English Language Arts Alignment							8 <sup>TH</sup> GRADE
Eighth Grade Utah Core		Eighth Grade Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
	<ul style="list-style-type: none"> <li>Correct grade level spelling.</li> </ul>	8L2		X			No specific spelling words in Common Core
	<ul style="list-style-type: none"> <li>Correct use of quotation marks and commas in dialogue.</li> </ul>	8L1a		X			
	<ul style="list-style-type: none"> <li>Correct verb tenses.</li> </ul>	8L1a, b, c, d		X			Conventions are less explicitly taught in the Common Core. They seem more integrated into the bigger concepts, without directly saying when or where or how to teach these specific skills
	<ul style="list-style-type: none"> <li>Correct use of relative pronouns.</li> </ul>					X	
	<ul style="list-style-type: none"> <li>Correct agreement of pronouns and antecedents.</li> </ul>					X	
	<ul style="list-style-type: none"> <li>Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).</li> </ul>	8L2c				X	
<b>Std 3</b>	<b>(Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>						
<b>Obj 1</b>	(Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.	8W7 8W8 8W9		X X X			
	a. Formulate text-supported, open-ended questions for inquiry (i.e., interpretive inferential, evaluative).	8W7			X	X	Falls between weak match and no match
	b. Choose information that best supports the focus of inquiry.	8W7 8W8		X X			
	c. Distinguish between reliable and unreliable sources of information.	8W8			X		
	d. Distinguish primary from secondary sources.					X	
<b>Obj 2</b>	(Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.	8W2		X			
	a. Select a format to demonstrate understanding. (e.g., field report, brochure, lab report, PowerPoint, poster, R.A.F.T., poetry)	8SL5			X		
	b. Organize information from more than one source.	8W7 8W8 8W9		X X X			

**Eighth Grade Utah Core to Common Core English Language Arts Alignment** **8<sup>TH</sup> GRADE**

Eighth Grade Utah Core	Eighth Grade Common Core					
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			Complete Match	Strong Partial Match	Weak Partial Match	No Match	
	Location(s) in Common Core						Notes
	c. Report information by paraphrasing, summarizing, and quoting from sources.	8W8 8W9		X X	X X		Falls between strong and weak match
	d. Use informal citation to support inquiry.	8W8			X		
<b>Obj 3</b>	(Oral Communication of Inquiry): Participate in and report on small group learning activities.	8SL		X			Overall objective in UT Core meets the overall category of Speaking & Listening in Common Core
	a. Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).					X	No match
	b. Identify and assume responsibility for specific small group tasks, including asking relevant questions.	8SL1 8SL1a,b,c		X X			
	c. Use appropriate small group procedures for responding to group members' questions and contributions.	8SL1c,d 8SL3		X X			
	d. Present group reports.	8SL4		X			

**Common Core State Standards**

**Excerpted from the Introduction to the Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects pp.3-7, <http://www.corestandards.org/>**

Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the present work builds on the foundation laid by states in their decade-long work on crafting high-quality education standards. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society.

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

The Standards insist that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science and technical subjects. The division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content. Students who are college and career ready demonstrate independence, build strong content knowledge, comprehend as well as critique, value evidence, use technology and digital media strategically, understand other perspectives and cultures, and respond to the varying demands of audience, task, purpose, and academic disciplines (p.7)

Note: The three appendices on the Common Core website are critical to understanding the implications of the Common Core Standards for teaching and learning: A (Supporting Research); B (Text Exemplars and Sample Performance Tasks) and C (Samples of Student Writing).

Eighth Grade Common Core		Eighth Grade Utah Core					Notes
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	
<b>READING STANDARDS FOR LITERATURE (GRADE 8)</b>							
<b>RL</b>	<b>KEY IDEAS AND DETAILS (GRADE 8)</b>						
8RL1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	832c			X		Found in Utah Inquiry Standards
		832d		X			Found in Utah Inquiry Standards
8RL2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	813c		X			Found in Utah Writing Standards Also found in 9 <sup>th</sup> Std 1.Obj 3.a 12 <sup>th</sup> Std 1.Obj 3.a
		822a		X			
8RL3	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.	813a		X			Also found in 9 <sup>th</sup> Std 1.Obj 3.b
		813b		X			
<b>RL</b>	<b>CRAFT AND STRUCTURE (GRADE 8)</b>						
8RL4	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.	811b		X			Utah Core does not say anything about “analyzing the impact of specific words choices on meaning and tone, including analogies or allusions to other texts.” Also found in 10 <sup>th</sup> Std 1.Obj 1.c 11 <sup>th</sup> Std 1.Obj 1.c
		811c		X			
		813d				X	
8RL5	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.	812b			X		Utah Core asks for identifying only and not analyzing component. Also found in 11 <sup>th</sup> Std 1.Obj 3.a -strong match
8RL6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create	813			X		Utah Core does not specify point-of-view, but does ask for Lit Elements, which p.o.v falls under. (Found in 11 <sup>th</sup> & 12 <sup>th</sup> grade UT Core)

	such effects as suspense or humor.						
<b>RL</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 8)</b>						
8RL7	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.	No Match				X	Nothing in the Utah Core that correlates with this, although many teachers do this implicitly in their classrooms
8RL8	Not applicable to literature	No Match					N/A
8RL9	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.	No Match				X	Found in 12 <sup>th</sup> grade Std. 1 Obj. 3.b
<b>RL</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 8)</b>						
8RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	813		X			Overall similar end goals in both the Utah Core and Common Core
<b>READING STANDARDS FOR INFORMATIONAL TEXT (GRADE 8)</b>							
<b>RI</b>	<b>KEY IDEAS AND DETAILS (GRADE 8)</b>						
8RI1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	821b 812c		X X			Also found in 9 <sup>th</sup> : Std 2.Obj 2.b which covers the “inferences” component of 8RI1
8RI2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.					X	Found in Utah Core 6 <sup>th</sup> grade Std. 7. Obj 2.f, g Partial match
8RI3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	821c				X	Utah Core doesn't specify what to do with the text connections
<b>RI</b>	<b>CRAFT AND STRUCTURE (GRADE 8)</b>						
8RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze	811a,b,c		X			Utah Core has nothing on analogies or allusions in reference to word meanings

	the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.						
8RI5	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.	812b		X			Common Core requires that students go beyond identifying structures. Students need to be able to explain HOW/WHY a structure works the way it does
8RI6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.					X	Found in 9 <sup>th</sup> Grade Std 3.Obj 1.a-c However, this is from a writing perspective, not just a reading perspective like in the Common Core
<b>RI</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS (GRADE 8)</b>						
8RI7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	832a			X		Under the Inquiry in Utah Core & its asking students to choose a medium, not evaluate different mediums. Evaluation in the CC comes through the reading component.
8RI8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.					X	Found in 10 <sup>th</sup> Grade Std 1.Obj 2.c-d  There is nothing in Utah Core on recognizing irrelevant evidence. However, 11 <sup>th</sup> has “conflicting info” Std 1. Obj. 2.d
8RI9	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.	812d			X		Also found in 11 <sup>th</sup> Grade Std. 1. Obj 2.d—strong match
<b>RI</b>	<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY (GRADE 8)</b>						
8RI10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	81		X			Overall same end goals in both Utah Core and Common Core
<b>WRITING STANDARDS GRADE 8: THREE TYPES – 1) argument; 2) informative/explanatory; 3) Narrative</b>							
<b>W</b>	<b>TEXT TYPES AND PURPOSES (GRADE 8)</b>						
<b>8W1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>					X	Utah Core focuses on persuasive (not argumentative) writing at the 9 <sup>th</sup> -12 <sup>th</sup> grades.

<b>8W1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>					X	Utah Core focuses on persuasive (not argumentative) writing at the 9 <sup>th</sup> -12 <sup>th</sup> grades. Overall, the 8 <sup>th</sup> Utah Core does not directly teach argumentative writing. There is some skill overlap between narrative and argumentation, but little to no direct connection.
8W1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.					X	Utah Core focuses on narrative writing at the 8 <sup>th</sup> grade level; 9 <sup>th</sup> -12 <sup>th</sup> grade Utah Core focuses on persuasive (not argumentative) writing.
8W1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	831c				X	Utah Core addresses using accurate and credible resources.
8W1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	821b 822a 823a 823b	X				Cohesion is emphasized in several places throughout the Utah Core.
8W1d	Establish and maintain a formal style.					X	Little direct connection in Utah Core, but several aspects of formal writing are covered.
8W1e	Provide a concluding statement or section that					X	No focus on argument in the Utah Core at
<b>8W2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>					X	The Utah Core teaches informational writing in 6 <sup>th</sup> (Std. 8, Oct.6 c) and is implied in the 7 <sup>th</sup> grade. The Utah Core does not directly teach explanatory writing (it does teach expository, which is slightly different). The 8 <sup>th</sup> grade Utah Core does not focus on informative or explanatory writing; it focuses on narrative writing. There is some skill overlap, but little to no direct connection to writing informative/explanatory narrative.
8W2a	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	832a 821a 821b				X	Utah Core addresses introducing topics clearly and organizing ideas. It also addresses using appropriate multimedia formats in the inquiry strand. Utah Core does not address the concept of previewing what is to follow,

	comprehension.					org. ideas into broad categories (headings, subheadings) and using graphics.
8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	822a			X	The Utah Core addresses using details, but in a generic sense. It does not address using well-chosen facts, definitions, quotations etc.
8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	822a 821b			X	Utah Core addresses importance of cohesion and unifying ideas, does not discuss the role that transitions play in clarity and cohesion.
8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	823a		X		Standard 2 Objects 3a refers to the 6 traits of writing, word choice. Lacks information about domain specific word choice
8W2e	Establish and maintain a formal style.	823a		X		Standard 2 Objects 3a refers to the 6 traits of writing, all of which combine to imply there is a formal and maintained style- it is implied rather than specific
8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	823a		X		Standard 2 Objects 3a refers to organizing writing with an intro, body and conclusion with a controlling idea
<b>8W3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>				X	Overall, the Utah Core directly refers to narrative writing at the 8 <sup>th</sup> grade level, so this part of the common core has the most overlap with the 8 <sup>th</sup> grade Utah Core, although the Common Core is more expansive than the Utah Core in student expectations for narrative writing.
8W3a	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.	821a 822b			X	Utah Core discusses organizing narrative writing and organizing events; it does not discuss engaging the reader through establishing context, POV, narrator or characters.
8W3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	822c			X	Utah Core addresses dialogue, description, imagery and symbolism, but does not discuss how to use these techniques to develop experiences, events and characters.
8W3c	Use a variety of transition words, phrases, and	822b			X	8 <sup>th</sup> grade Utah Core discusses the use of



	clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	6 8 3 b					foreshadowing and flashback, but does not focus on using these techniques to convey transitions in the narrative.  6 <sup>th</sup> grade core discusses use of transitions to enhance and connect ideas.
8W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	822 (all) 823a			X		Utah Core implies parts of this standard, but not all of it.
8W3e	Provide a conclusion that follows from the narrated experiences or events.	823a		X			Utah Core discusses using an introduction, body and conclusion in narrative writing. Does not discuss how or why the conclusion should reflect the narrated experiences or events.
<b>W: PRODUCTION AND DISTRIBUTION OF WRITING (GRADE 8)</b>							
8W4	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.)	82			X		Utah Core refers to the writing process, including organizing, focusing on a central idea and a unifying idea. However, the Utah Core focuses on narrative writing, the Common core applies production and distribution to all genres.
8W5	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.)	82		X			Utah Core refers to the writing process, including planning, revising, editing and rewriting. Utah Core does not focus on trying new approaches or audience appropriateness.
8W6	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.	686				X	The 6 <sup>th</sup> grade core addresses students producing a variety of genres, some of which use technology. It also addresses students sharing and publishing their work. It does not address collaborating. The 8 <sup>th</sup> grade core

						addresses collaboration skills in the inquiry strand (Obj 3) although not in the writing context.
<b>W: RESEARCH TO BUILD AND PRESENT KNOWLEDGE (GRADE 8)</b>						
8W7	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.	831		X		Utah Core has a research paper element, but the Common Core is expanded to include multi-avenues & sources in the research.
8W8	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.	831b 831c		X		Common Core is an expanded text to include more modern technology & multiple sources.
8W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	812 813 831a,b,c		X		The Utah Core teaches this strongly, so this is a VERY strong match.
8W9a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	813c			X	This is a more explicit view on direction of analysis.
8W9b	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	812		X		This overall idea is found in the Utah Core, however the Common Core specifically refers to non-fiction rather than simply “reading.”
<b>W: RANGE OF WRITING (GRADE 8)</b>						
8W10	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	822		X		The Utah Core has students writing for a variety of purposes but Common Core Standards are more specific.

	range of discipline-specific tasks, purposes, and audiences.						
<b>SPEAKING AND LISTENING STANDARDS: GRADE 8</b>							
<b>SL</b>	<b>COMPREHENSION AND COLLABORATION (GRADE 8)</b>						
8SL1	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.	833		X			Std. 3 Inquiry strand addresses collaborative work.
8SL1a	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.	833		X			The Common Core is a more explicit view on setting up group discussion and how it should be monitored.
8SL1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	833		X			Rules for "collegial discussions" are unknown. We need a norm for this.
8SL1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	833c		X			Utah Core asks for students to delegate roles to group members. The Common Core requires a more explicit job definitions.
8SL1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	833c		X			Common Core has the students actually speaking or voicing opinions rather than simply nodding in agreement.
8SL2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.					X	Found in 10 <sup>th</sup> Std. 1. Obj. 2.a-b Found in 6 <sup>th</sup> Std. 7. Obj 1.b Both are weak partial matches. In the Utah Core does not talk about media formats or motives, but it does require students to analyze info.
8SL3	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.					X	Found in 9 <sup>th</sup> Grade Std. 3. Obj. 1.c—weak partial match. The Common Core is more specific in addressing the completeness and relevancy of an argument.

<b>SL</b>	<b>PRESENTATION OF KNOWLEDGE AND IDEAS (GRADE 8)</b>					
8SL4	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.	833d		X		The Common Core gives more specific guidelines for “good presentation” standards.
8SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	832a		X		The Common Core has a more modern approach to this standard and includes technology where the Utah Core does not.
8SL6	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.)				X	Utah Core did not address adapting speeches for multi-purposes.

**LANGUAGE STANDARDS: GRADE 8**

<b>L</b>	<b>CONVENTIONS OF STANDARD ENGLISH (GRADE 8)</b>					
<b>8L1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	823		X		Nothing in Utah Core about conventions in speaking. It only has conventions in writing.
8L1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				X	
8L1b	Form and use verbs in the active and passive voice.				X	Found in grades 10, 11, 12 Std. 2. Obj 3.a—strong match
8L1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.				X	
8L1d	Recognize and correct inappropriate shifts in verb voice and mood.				X	Found in grade 10 Std 2.Obj 3.a—partial match
8L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	823		X		In the Utah Core there is some capitalization, some punctuation, and specific spelling words.
8L2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.				X	This is a newer, more accepted use of punctuation that is NOT included in Utah Core.
8L2b	Use an ellipsis to indicate an omission.				X	This is a newer, more accepted use of

						punctuation that is NOT included in Utah Core.
8L2c	Spell correctly.	823b		X		
<b>L</b>	<b>KNOWLEDGE OF LANGUAGE (GRADE 8)</b>					
<b>8L3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	823			X	In the Utah Core, conventions are only addressed in writing, not in speaking, reading or listening.
<b>8L3a</b>	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).	823a				X The Utah Core is not this specific about grammar skills, such as using passive versus active voice. Generically, the Utah Core talks about voice, but not to the extent suggested in the common core.
<b>L</b>	<b>VOCABULARY ACQUISITION AND USE (GRADE 8)</b>					
<b>8L4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	811 (all) 812 (all)		X		Utah Core is very specific about commonly confused words to teach at the 8 <sup>th</sup> grade- there is a list of them.
<b>8L4a</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	811b 811c 812a 812b 812c		X		Utah Core addresses using extended word meaning, context clues, external text features and internal text structures to determine/clarify meaning.
<b>8L4b</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	811a		X		There is no set list of word parts that students have to know.
<b>8L4c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	811b,c 812a,b,c			X	Utah core includes a variety of strategies for determining word meaning, such as using context clues to clarify meaning; however, it does not specifically include using dictionaries, glossaries, and thesauruses.
<b>8L4d</b>	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).	811b,c 812a,b,c		X		What is the skill set difference between this and 8L4d? They are so similar; we recommend they be combined.
<b>8L5</b>	Demonstrate understanding of figurative language,	813b		X		Utah Core includes the skill of inferring

	word relationships, and nuances in word meanings.	822c 813d				meaning and identifying and comparing figurative language. Utah Core does not address nuances in word meaning specifically.
<b>8L5a</b>	Interpret figures of speech (e.g., verbal irony, puns) in context.	813d		X		Pretty good overlap.
<b>8L5b</b>	Use the relationship between particular words to better understand each of the words.	811b,c			X	Although the Utah Core includes several strategies for determining word meaning, it does not specifically discuss word to world relationships as a strategy.
<b>8L5c</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. bullheaded, willful, firm, persistent, resolute).	811b,c		X		Pretty good overlap.
<b>8L6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	823a 811 (all)			X	Some skills included in the Utah Core (such as revising for precise words, word analysis) would help with this skill, but there is nothing in the Utah Core as specific and inclusive of academic and domain-specific as this standard.