

Michigan Alternative Content Standards - English Language Arts

Grade 8

Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

- 1** Cite text to support inferences from stories and poems. [EE.RL.8.1](#)
 - H** The student can answer questions about narrative text using explicit details, and/or identify specific details that support an inference. [EE.RL.H.8.1](#)
 - M** The student can use details from narrative text to answer simple questions and make predictions. [EE.RL.M.8.1](#)
 - L** The student can use concrete details to answer simple who, what, where, or when questions about short narrative text. [EE.RL.L.8.1](#)
- 2** Recount an event related to the theme or central idea, including details about character and setting. [EE.RL.8.2](#)
 - H** The student can relate details about events, characters, and/or settings to the theme or main idea of a narrative text. [EE.RL.H.8.2](#)
 - M** The student can identify the theme or main idea of a short narrative text. [EE.RL.M.8.2](#)
 - L** The student can identify the theme or main idea of a short narrative text. [EE.RL.L.8.2](#)
- 3** Identify which incidents in a story or drama lead to subsequent action. [EE.RL.8.3](#)
 - H** The student can identify how a particular event in a narrative text led to a later action or caused a subsequent happening to occur. [EE.RL.H.8.3](#)
 - M** The student can select the action/event in a narrative text that led to a later action (when the later action is given). [EE.RL.M.8.3](#)
 - L** The student can identify an event that occurred or a character's action in a short narrative text. [EE.RL.L.8.3](#)
- 4** Determine connotative meanings of words and phrases in a text. [EE.RL.8.4](#)
- 5** Compare and contrast the structure of two or more texts. [EE.RL.8.5](#)
- 6** Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor. [EE.RL.8.6](#)
- 7** Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text. [EE.RL.8.7](#)
- 9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. [EE.RL.8.9](#)
- 10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry. [EE.RL.8.10](#)

Accessing Informational Text

- 1 Cite text to support inferences from informational text. **EE.RI.8.1**
 - H The student can answer questions about informational text using explicit details and/or identify specific details that support an inference. **EE.RI.H.8.1**
 - M The student can use concrete details to answer simple questions and make predictions about short informational text. **EE.RI.M.8.1**
 - L The student can use concrete details to answer simple who, what, where, or when questions about short informational text. **EE.RI.L.8.1**
- 2 Provide a summary of a familiar informational text. **EE.RI.8.2**
 - H The student can identify a sentence/statement that accurately summarizes a short informational text. **EE.RI.H.8.2**
 - M The student can identify the main idea of a short informational text. **EE.RI.M.8.2**
 - L The student can identify the main idea of a short informational text. **EE.RI.L.8.2**
- 3 Recount events in the order they were presented in the text. **EE.RI.8.3**
 - H The student can correctly sequence three events from an informational text. **EE.RI.H.8.3**
 - M The student can put two events from a short informational text in order. **EE.RI.M.8.3**
 - L The student can identify which of two events/actions came first in a short informational text. **EE.RI.L.8.3**
- 4 Determine connotative meanings of words and phrases in a text. **EE.RI.8.4**
- 5 Locate the topic sentence and supporting details in a paragraph. **EE.RI.8.5**
- 6 Determine an author's purpose or point of view and identify examples from text that describe or support it. **EE.RI.8.6**
 - H The student can identify the author's purpose or point of view and/or select one example from the text that describes/supports it. **EE.RI.H.8.6**
 - M The student can identify one example from a short informational text that supports the author's purpose or point of view (when the purpose or point of view is provided). **EE.RI.M.8.6**
 - L The student can choose the author's purpose or point of view when given choices. **EE.RI.L.8.6**
- 7 Determine whether a topic is best presented as audio, video, multimedia, or text. **EE.RI.8.7**
- 8 Determine the argument made by an author in an informational text. **EE.RI.8.8**
- 9 Identify where two different texts on the same topic differ in their interpretation of the details. **EE.RI.8.9**
- 10 Demonstrate understanding while actively reading or listening to literary nonfiction. **EE.RI.8.10**

Vocabulary Acquisition and Usage

- 4.a** Demonstrate knowledge of word meanings: Use context to determine which word is missing from a content-area text. **EE.L.8.4.A**
- H** The student can use context as a clue to guide selection of a word or words that best completes a sentence including (but not limited to) content-area words. **EE.L.H.8.4.A**
- M** The student can use context clues to determine the meaning of familiar words including (but not limited to) content-area words. **EE.L.M.8.4.A**
- L** The student can use cues to recognize the meaning of familiar words when paired with pictures including (but not limited to) content-area words. **EE.L.L.8.4.A**
- 4.b** Demonstrate knowledge of word meanings: Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). **EE.L.8.4.B**
- 4.c** Demonstrate knowledge of word meanings: Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. **EE.L.8.4.C**
- 5.a** Demonstrate understanding of word relationships and use: Demonstrate understanding of the use of multiple-meaning words. **EE.L.8.5.A**
- H** The student can identify the meaning of literal or non-literal/figurative words or phrases when presented in the context of narrative or informational text, including (but not limited to) multiple-meaning words. **EE.L.H.8.5.A**
- M** The student can identify the meaning of a word when presented in the context of a sentence. **EE.L.M.8.5.A**
- L** The student can identify the meaning of a word or phrase used in context given choices of words paired with pictures/objects. **EE.L.L.8.5.A**
- 5.b** Demonstrate understanding of word relationships and use: Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). **EE.L.8.5.B**
- 5.c** Demonstrate understanding of word relationships and use: Use descriptive words to add meaning when writing and communicating. **EE.L.8.5.C**
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Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

- 1** Write claims about topics or texts. **EE.W.8.1**
- A** Introduce the claim and provide reasons or pieces of evidence to support it.
- B** Write reasons to support a claim about a topic or text.
- 2** Write to share information supported by details: **EE.W.8.2**
- A** Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
- C** Write complete thoughts as appropriate.
- D** Use domain-specific vocabulary related to the topic
- F** Provide a closing.

- 3.a** Write about events or personal experiences: Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. **EE.W.8.3.A**
- H** The student can write/draw/dictate about a personal experience, including three details about such things as people/characters, settings, and/or events. **EE.W.H.8.3.A**
- M** The student can write/dictate a sentence to express ideas about a personal experience or other given topic. **EE.W.M.8.3.A**
- L** The student can provide a detail about a personal experience or other given topic while preparing to write/communicate about it. **EE.W.L.8.3.A**
- 3.c & e** Write about events or personal experiences. C. Use temporal words (e.g., first, then, next) to signal order. E. Provide a closing. **EE.W.8.3.C & E**
- 4** Produce writing that is appropriate for the task, purpose, or audience. **EE.W.8.4**
- 5** With guidance and support from adults and peers, plan before writing and revise own writing. **EE.W.8.5**
- 9** Use information from literary and informational text to support writing. **EE.W.8.9**
- A** Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).
- B** Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).
- 10** Write routinely for a variety of tasks, purposes, and audiences. **EE.W.8.10**
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Conventions of Standard English

- 2.a** Demonstrate understanding of conventions of Standard English: Use end punctuation and capitalization when writing a sentence or question. **EE.L.8.2.A**
- H** The student can identify a grammatically correct sentence that uses correct capitalization and ending punctuation. **EE.L.H.8.2.A**
- M** The student can identify a sentence that uses the correct capitalization or ending punctuation. **EE.L.M.8.2.A**
- L** The student can differentiate if a sentence is a statement or a question. **EE.L.L.8.2.A**
- 2.c** Demonstrate understanding of conventions of Standard English: Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. **EE.L.8.2.C**
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Students can communicate for a range of purposes and audiences.

Speaking and Listening

- 1 Engage in collaborative discussions. **EE.SL.8.1**
 - A Come to discussions prepared to share information previously studied.
 - B Follow simple rules and carry out assigned roles during discussions.
 - C Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.
 - D Acknowledge new information expressed by others in a discussion and relate it to own ideas.
 - 2 Determine the purpose of information presented in graphic, oral, visual, or multimodal formats. **EE.SL.8.2**
 - 3 Determine the argument made by the speaker on a topic. **EE.SL.8.3**
 - H The student can identify an argument made by a speaker and one point that supports it. **EE.SL.H.8.3**
 - M The student can identify one point that supports a speaker's argument (when the argument is provided). **EE.SL.M.8.3**
 - L The student can select one or more details from information presented orally or through other media. **EE.SL.L.8.3**
 - 4 Present descriptions, facts, or details supporting specific points made on a topic. **EE.SL.8.4**
 - 6 Adapt communication to a variety of contexts and tasks. **EE.SL.8.6**
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Using Language

- 1.b Demonstrate Standard English grammar and usage when communicating: Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). **EE.L.8.1.B**
 - H The student can identify/use the appropriate verb tense when communicating. **EE.L.H.8.1.B**
 - M The student can identify appropriate past tense verbs when communicating. **EE.L.M.8.1.B**
 - L The student can identify the action a person is taking when given a picture prompt. **EE.L.L.8.1.B**
- 1.c Demonstrate Standard English grammar and usage when communicating: Use appropriate verbs to match nouns. **EE.L.8.1.C**

- 3 Use language to achieve desired outcomes when communicating. A. Use to-be verbs (am are, is was, were, be, become, became) accurately when writing and communicating. **EE.L.8.3**
- H The student can use language to communicate effectively with peers and adults (e.g., asking and answering questions, sharing information, clarifying statements, making requests, etc.). **EE.L.H.8.3**
- M The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language). **EE.L.M.8.3**
- L The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.). **EE.L.L.8.3**
- 6 Use general academic and domain-specific words and phrases across contexts. **EE.L.8.6**
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Students can investigate topics and present information.

Research and Inquiry

- 2.b** Write to share information supported by details: Write one or more facts or details related to the topic. **EE.W.8.2.B**
- H** The student can identify/list/organize facts or details to support a given topic. **EE.W.H.8.2.B**
 - M** The student can select facts or details related to a given topic. **EE.W.M.8.2.B**
 - L** The student can select a fact or detail related to a given topic. **EE.W.L.8.2.B**
- 3.d** Write about events or personal experiences: Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. **EE.W.8.3.D**
- H** The student can identify/use words to describe the feelings of people/characters in a text or other sensory information about the setting. **EE.W.H.8.3.D**
 - M** The student can identify words that describe the feelings of people/characters in a text or other sensory information about a setting or event in a text. **EE.W.M.8.3.D**
 - L** The student can identify a word that describes feelings of people/characters in a text or other sensory information about a setting or event in a text. **EE.W.L.8.3.D**
- 6** Use technology, including the Internet, to produce writing to interact and collaborate with others. **EE.W.8.6**
- 7** Conduct short research projects to answer and pose questions based on one source of information. **EE.W.8.7**
- 8** Select quotes providing relevant information about a topic from multiple print or digital sources. **EE.W.8.8**
- 5** Include multimedia and visual information into presentations. **EE.SL.8.5**