

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 8 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher Pearson Education Program Title Pearson California Language Central

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	El Early Intermediate	Intermediate	EA Early Advanced		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>	<p>Word Analysis</p> <p>B1. Recognize and correctly pronounce most English phonemes while reading aloud.</p> <p>B2. Recognize the most common English morphemes in phrases and simple sentences.</p>	<p>Word Analysis</p> <p>E11. Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.</p> <p>E12. Use common English morphemes in oral and silent reading.</p> <p>E13. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.</p>	<p>Word Analysis</p> <p>I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas.</p>	<p>Word Analysis</p> <p>EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p> <p>EA2. Distinguish between cognates and false cognates in literature and texts in content areas.</p>	<p>ELA V 1.0, ELD EA1: LC SE/TE, pp. 5, 107, 141, 175</p> <p>ELA V 1.0, ELD EA2: LC SE/TE, p. 39</p> <p>ELA V 1.0, ELD B2, EI2, EI3, I1, I2: LC SE/TE, pp. 40, 46, 52, 58, 176, 182, 188, 194</p> <p>ELA V 1.0, ELD B1, EI1: LC SE/TE, pp. 108–109</p> <p>ELA V 1.0, ELD EI2, EI3, I1, I2: LC SE/TE, pp. 142, 148, 154, 160</p> <p>ELA V 1.0, ELD EA1: LC SE/TE, p. 141</p> <p>ELA V 1.0, ELD B1: LC SE/TE, p. 196</p>	<p>ELA V 1.0, ELD B1: LC SE/TE, pp. 40, 46, 52, 58, 176, 182, 188, 194</p> <p>ELA V 1.0, ELD B1, EA2: LC SE/TE, pp. 142, 148, 154, 160</p> <p>ELA V 1.0, ELD EA1: LC SE/TE, p. 175</p>
<p><i>Vocabulary and Concept Development</i></p> <p>1.1 Analyze idioms,</p>	<p>Fluency and Systematic Vocabulary</p>	<p>Fluency and Systematic Vocabulary</p>	<p>Fluency and Systematic Vocabulary</p>	<p>Fluency and Systematic Vocabulary</p>	<p>ELA V 1.1, ELD I5: LC SE/TE, p. 39</p> <p>ELA V 1.1, ELD I5, EA7: LC SE/TE, pp.</p>	<p>ELA V 1.1, ELD B3, B4, EI4, I4, EA3, EA4, EA6: LC SE/TE, p. 39</p>

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
<p>analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>Development</p> <p>B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.</p> <p>B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).</p> <p>B5. Create a simple dictionary of words frequently used by the student.</p> <p>B6. Retell stories by using phrases and sentences.</p> <p>B7. Produce simple vocabulary (single words or short phrases) to</p>	<p>Development</p> <p>EI4. Use knowledge of literature and content areas to understand unknown words.</p> <p>EI5. Read simple paragraphs and passages independently.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.</p> <p>EI8. Use a standard dictionary to find the meaning of known vocabulary.</p>	<p>Development</p> <p>I3. Use a standard dictionary to determine meanings of unknown words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode text.</p> <p>I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas.</p> <p>I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I7. Use decoding skills and knowledge of both academic</p>	<p>Development</p> <p>EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.</p> <p>EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).</p> <p>EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent</p>	<p>176–177</p> <p>ELA V 1.2, ELD I5: LC SE/TE, p. 39</p> <p>ELA V 1.2, ELD EI8: LC SE/TE, p. 175</p> <p>ELA V 1.3, ELD B4, B5, EI5, I7, EA3, EA6: LC SE/TE, pp. 6–7</p> <p>ELA V 1.3, ELD B4, EI5, I7, EA3, EA6: LC SE/TE, pp. 18–19</p> <p>ELA V 1.3, ELD B7: LC SE/TE, pp. 48, 52–53, 58–59</p> <p>ELA V 1.3, ELD B3, B4, B7, EI6: LC SE/TE, pp. 40–41</p> <p>ELA V 1.3, ELD EI6, I6: LC SE/TE, p. 42, 46–47, 48, 52–53, 58–59</p> <p>ELA V 1.3, ELD B3, B4: LC SE/TE, pp. 46–47</p> <p>ELA V 1.3, ELD B3, I8: LC SE/TE, p. 64</p> <p>ELA V 1.3, ELD B3, EI4, EA3: LC SE/TE, pp. 86–87</p> <p>ELA V 1.3, ELD B3, EI4: LC SE/TE, pp. 92–93</p> <p>ELA V 1.3, ELD B3, I: LC SE/TE, p. 94</p> <p>ELA V 1.3, ELD EA5:</p>	<p>ELA V 1.1, ELD B3, EI4, I5: LC SE/TE, pp. 120–121</p> <p>ELA V 1.1, ELD B3, B4: LC SE/TE, pp. 176–177</p> <p>ELA V 1.1, ELD B3, B4, EI4, EI5, I4, I7, I8, EA4, EA6: LC SE/TE, pp. 188–189</p> <p>ELA V 1.2, ELD B3, B4, EI4, I4, EA3, EA4, EA6: LC SE/TE, p. 39</p> <p>ELA V 1.2, ELD B4, EI8, I3, EA3, EA5: LC SE/TE, p. 107</p> <p>ELA V 1.2, ELD B3, B4, EI4, I3, EA3, EA5, EA6: LC SE/TE, p. 175</p> <p>ELA V 1.3, ELD B3, EI4, I4, I8, EA4: LC SE/TE, pp. 6–7, 18–19</p> <p>ELA V 1.3, ELD B3, B4, EI4, EI5, I4, I7, I8, EA3, EA4, EA6: LC SE/TE, pp. 12–13</p> <p>ELA V 1.3, ELD B3: LC SE/TE, pp. 14, 114–115</p> <p>ELA V 1.3, ELD B4, B6, EI4, I4, I7, I8, EA3, EA4, EA6: LC SE/TE, p. 20</p> <p>ELA V 1.3, ELD B3,</p>

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	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
	communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		and social vocabulary to read independently. I8. Recognize that some words have multiple meanings.	reading. EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	LC SE/TE, p. 73 ELA V 1.3, ELD B3, E14, LC SE/TE, pp. 74–75, 80–81 ELA V 1.3, ELD B3: LC SE/TE, pp. 82, 83 ELA V 1.3, ELD I4: LC SE/TE, pp. 108–109 ELA V 1.3, ELD: LC SE/TE, p. 117 ELA V 1.3, ELD B6: LC SE/TE, p. 123 ELA V 1.3, ELD E17, EA8: LC SE/TE, p. 128 ELA V 1.3, ELD I3, EA3, EA4: LC SE/TE, p. 141 ELA V 1.3, ELD I7, I8, EA4, EA6: LC E/TE, pp. 142–143 ELA V 1.3, ELD B3, B4, E14, I4, EA3: LC SE/TE, p. 174 ELA V 1.3, ELD I4, I7, EA3: LC SE/TE, 176–177, 182–183	B4, E14, I4, I7, I8, EA3, EA4, EA6; LC SE/TE, pp. 24–25 ELA V 1.3, ELD B3, B4, E14, I4, EA3: LC SE/TE, p. 38 ELA V 1.3, ELD E14, E15: LC SE/TE, pp. 40–41 ELA V 1.3, ELD B3, B4, E14, I4, EA3, EA6: LC SE/TE, p. 42 ELA V 1.3, ELD E14, I4, EA3, EA6: LC SE/TE, pp. 46–47 ELA V 1.3, ELD B3, B4, E14, I4, I7, EA3, EA6: LC SE/TE, pp. 48, 52–53, 58–59 ELA V 1.3, ELD B4, E14, E16, I4, I6, EA3, EA6: LC SE/TE, p. 64 ELA V 1.3, ELD B3, B4, E14, E18, EA4: LC SE/TE, p. 73 ELA V 1.3, ELD I8: LC SE/TE, pp. 74–75, 80–81 ELA V 1.3, ELD B4, E14, E16: LC SE/TE, p. 82 ELA V 1.3, ELD B4, E14, E16, I6: LC SE/TE, p. 83 ELA V 1.3, ELD I8, EA4: LC SE/TE, pp.

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
						86–87 ELA V 1.3, ELD B3, B4, EI4, , EA6: LC SE/TE, p. 88 ELA V 1.3, ELD EA3: LC SE/TE, pp. 92–93 ELA V 1.3, ELD I8, : LC SE/TE, p. 94 ELA V 1.3, ELD B4, I4, EA3: LC SE/TE, p. 106 ELA V 1.3, ELD B3: LC SE/TE, p. 108–109 ELA V 1.3 ELD B3, EI4, I7, EA6: LC SE/TE, p. 111 ELA V 1.3, ELD EI4: LC SE/TE, pp. 116, 134 ELA V 1.3, ELD EA6: LC SE/TE, p. 117 ELA V 1.3, ELD B4, EI4, EA3: LC SE/TE, p. 123 ELA V 1.3, ELD B3, B4, EI4: LC SE/TE, p. 132 ELA V 1.3, ELD B3, EI4, EA5: LC SE/TE, p. 133 ELA V 1.3, ELD B3, B4, EI4, I4, I7, I8, EA4, EA6: LC SE/TE, p. 140 ELA V 1.3, ELD B3,

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	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
						<p>B4, EI4, I7, I8: LC SE/TE, p. 141</p> <p>ELA V 1.3, ELD B3, B4, EI4, EI5, I4: LC SE/TE, pp.142–143</p> <p>ELA V 1.3, B3, B4, B6, EI4, EI5, I4, I7, I8, EA4, EA6: LC SE/TE, pp. 148–149, 154–155</p> <p>ELA V 1.3, ELD B3, B4, EI4, EI5, I4, I7, I8, EA4, EA6: LC SE/TE, pp. 188–189</p> <p>ELA V 1.3, ELD B3, B4, EI4, EI5, I4, I7, EA4, EA6: LC SE/TE, pp. 190, 194–195, 200</p>
<p>2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million</p>	<p>Reading Comprehension</p> <p>B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.</p> <p>B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.</p> <p>B10. Recognize</p>	<p>Reading Comprehension</p> <p>EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.</p> <p>EI10. Identify and follow some multiple-step directions for using simple mechanical</p>	<p>Reading Comprehension</p> <p>I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.</p> <p>I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text,</p>	<p>Reading Comprehension</p> <p>EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.</p> <p>EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks,</p>	<p>ELA R 2.0, ELD B12: LC SE/TE, pp. 1, 35, 69, 103, 137, 171</p> <p>ELA R 2.0, ELD B11, EI12, I10, EA9: LC SE/TE, p. 76</p> <p>ELA R 2.0, ELD B10, I10, EA10: LC SE, p. IC3</p> <p>ELA R 2.1, ELD B10, EI11, EA10: LC SE, p. IC1</p> <p>ELA R 2.1, ELD EI12, EA11: LC SE, p. IC2</p> <p>ELA R 2.2, ELD B14, EI13: LC SE/TE, pp. 89, 95</p> <p>ELA R 2.3, ELD EI9,</p>	<p>ELA R 2.0, ELD B8, EI11: LC SE/TE, p. 76</p> <p>ELA R 2.0, ELD EI14, I12, I13, EA9: LC SE, p. IC3</p> <p>ELA R 2.1, ELD I13, EA11: LC SE, p. IC1</p> <p>ELA R 2.1, ELD B13, I13: LC SE, p. IC2</p> <p>ELA R 2.2, ELD I12, EA9: LC SE/TE, p. 89</p> <p>ELA R 2.2, ELD B11, EA12, I10, EA9: LC SE/TE, p. 95</p> <p>ELA R 2.3, ELD B9, B11: LC SE/TE, pp.</p>

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	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
<p>words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p>2.2 Analyze text that uses proposition and support patterns.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>2.5 Understand and explain</p>	<p>categories of common informational materials (e.g., newspaper, brochure).</p> <p>B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.</p> <p>B12. Point out text features, such as the title, table of contents, and chapter headings.</p> <p>B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.</p> <p>B14. Orally identify examples of fact and opinion and cause and effect</p>	<p>devices and filling out basic forms.</p> <p>EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.</p> <p>EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.</p> <p>EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.</p> <p>EI14. Orally identify the factual components of simple informational materials by using key words</p>	<p>and text in content areas.</p> <p>I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.</p> <p>I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.</p> <p>I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).</p>	<p>newspapers, instructional materials).</p> <p>EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).</p>	<p>EI13, EA9: LC SE/TE, pp. 6–7, 12–13</p> <p>ELA E 2.3, ELD B11, EI12, I9, I10: LC SE/TE, p. 41</p> <p>ELA R 2.3, ELD B13: LC SE/TE, p. 49</p> <p>ELA R 2.3, ELD EI12: LC SE/TE, pp. 52–53</p> <p>ELA R 2.3, ELD B8, I9: LC SE/TE, pp. 52–53, 154–155</p> <p>ELA R 2.3, ELD B13, EI10: LC SE/TE, p. 65</p> <p>ELA R 2.3, ELD B11, EI12, I10, EA10: LC SE/TE, pp. 74–75, 86–87, 176–177</p> <p>ELA R 2.3, ELD B14, EI13: LC SE/TE, p. 156</p> <p>ELA R 2.3, ELD EA10: LC SE/TE, pp. 188–189</p> <p>ELA R 2.4, ELD I10, I12, EA9: LC SE/TE, p. 184</p> <p>ELA R 2.4, ELD B11, I10, I12, EA9, EA10: LC SE/TE, p. 185</p> <p>ELA R 2.5, ELD B13 : LC SE/TE, p. 43</p> <p>ELA R 2.5, ELD B9, EI10, EI14, I11, EA10: LC SE, p. IC9</p> <p>ELA R 2.6, ELD I13,</p>	<p>6–7, 12–13</p> <p>ELA R 2.3, ELD B9, B11, EI9, EI13, EA9: LC SE/TE, pp. 18–19</p> <p>ELA R 2.3, ELD B8, B9: LC SE/TE, p. 41</p> <p>ELA R 2.3, ELD B11, EI12, I10: LC SE/TE, pp. 49, 154–155</p> <p>ELA R 2.3, ELD B11, B13, I10: LC SE/TE, pp. 52–53</p> <p>ELA R 2.3, ELD B8, B11, EI9, EI12, I9, I10: LC SE/TE, p. 65</p> <p>ELA R 2.3, ELD B8, EI9, EI12: LC SE/TE, pp. 74–75, 86–87</p> <p>ELA R 2.3, ELD B11: LC SE/TE, pp. 108–109</p> <p>ELA R 2.3, ELD B11, EI12, I10: LC SE/TE, pp. 120–121</p> <p>ELA R 2.3, ELD B8, B11, B14, EI12, I9, I10: LC SE/TE, pp. 142–143</p> <p>ELA R 2.3, ELD B8, EI9, EA9: LC SE/TE, pp. 176–177</p> <p>ELA R 2.3, ELD EA10: LC SE/TE, pp. 188–189</p> <p>ELA R 2.4, ELD B11, EI12, I10, EA11: LC</p>

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<p>the use of a complex mechanical device by following technical directions.</p> <p>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p><i>Expository Critique</i></p> <p>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p>	in simple texts.	or phrases.			<p>EA11: LC SE, pp. IC4, IC6</p> <p>ELA R 2.6, ELD EA10, EA11: LC SE, p. IC5</p> <p>ELA R 2.7, ELD I10, EA9: LC SE/TE, p. 77</p> <p>ELA R 2.7, ELD B11, EI12, I10, EA9: LC SE/TE, pp. 80–81</p> <p>ELA R 2.7, ELD EA10: LC SE/TE, p. 83</p> <p>ELA R 2.7, ELD EI13: LC SE/TE, p. 151</p> <p>ELA R 2.7, ELD B11, I10, I12, EA10: LC SE/TE, p. 191</p>	<p>SE/TE, p. 179</p> <p>ELA R 2.4, ELD B8, B11, EI9, EI12, I9: LC SE/TE, p. 184</p> <p>ELA R 2.4, ELD B8, EI9, EI12, EI13, I9: LC SE/TE, p. 184</p> <p>, ELD B8, B9, EI9, I9: LC SE/TE, p. 43</p> <p>ELA R 2.5, ELD EI11, I13, EA11: LC SE, p. IC9</p> <p>ELA R 2.6, ELD B10, EI11, EA10: LC SE, pp. IC4, IC6</p> <p>ELA R 2.6, ELD B10, EI11, I13: LC SE, p. IC5</p> <p>ELA R 2.7, ELD I9, EA9: LC SE/TE, pp. 8–9</p> <p>ELA R 2.7, ELD B9, B11, EI9, EI12, I9, EA9: LC SE/TE, p. 15</p> <p>ELA R 2.7, ELD B9, EI9, I9, EA9: LC SE/TE, p. 21</p> <p>ELA R 2.7, ELD B9, EI9, EI12, I9, EA9: LC SE/TE, p. 26</p> <p>ELA R 2.7, ELD B8, B11, EI9, EI12, EI13, I9, I10, EA9: LC SE/TE, pp. 46–47</p> <p>ELA R 2.7, ELD B8, B11, B13, EI9, EI12,</p>

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	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
						<p>EI13, I9, I10, EA9: LC SE/TE, pp. 54, 55</p> <p>ELA R 2.7, ELD B8, B11, EI9, EI12, EI13, I9, I10: LC SE/TE, pp. 58–59</p> <p>ELA R 2.7, ELD B8, B11, B14, EI9, EI12, EI13, I9, I10, EA9: LC SE/TE, p. 60</p> <p>ELA R 2.7, ELD B8, B11, EI9, EI12, I9, I10, EA9: LC SE/TE, pp. 61, 66, 144, 150, 151, 191, 194–195, 196, 197</p> <p>ELA R 2.7, ELD B11, EI12: LC SE/TE, pp. 77, 114–115</p> <p>ELA R 2.7, ELD B11, EI12, I10: LC SE/TE, pp. 83, 126–127, 129</p> <p>ELA R 2.7, ELD B8, B11, EI9, EI12, I9, I10, I12, EA9, EA10: LC SE/TE, pp. 92–93</p> <p>ELA R 2.7, ELD B11, EI12, I10, EA9: LC SE/TE p. 99</p> <p>ELA R 2.7, ELD B8, B11, EI9, EI</p> <p>.12, I9, I10, , EA9: LC SE/TE, p. 145</p> <p>ELA R 2.7, ELD B11, EI12, I10, EA10: LC SE/TE, p. 178</p> <p>ELA R 2.7, ELD B8,</p>

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	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
						<p>B11, EI12, I10, EA9, EA10: LC SE/TE, pp.182–183</p> <p>ELA R 2.7, ELD B9, EI12, EI14, I9, EA9: LC SE/TE, p. 191</p> <p>ELA R 2.7, ELD B8, B11, EI12, I10, EA10: LC SE/TE, pp. 194–195</p> <p>ELA R 2.7, ELD B8, B11, B13, EI9, EI12, I9, I10, EA9: LC SE/TE, pp. 201, 202</p>
<p>3.0 Literary Response and Analysis</p> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry</p>	<p>Literary Response and Analysis</p> <p>B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.</p> <p>B20. Recite simple poems.</p>	<p>Literary Response and Analysis</p> <p>EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.</p>		<p>Literary Response and Analysis</p> <p>EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.</p> <p>EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.</p>	<p>ELA LR 3.0, ELD B19, EI19, EA18: LC SE, p. L1</p> <p>ELA LR 3.0, ELD EI19, EA18: LC SE, p. L2</p> <p>ELA LR 3.0, ELD B19: LC SE, p. L3</p> <p>ELA LR 3.1, ELD B20: LC TE, pp. 2, 36, 70, 104, 138, 172</p> <p>ELD LR 3.1, ELD B19, EI19, EA13, EA18: LC SE, p. L4</p>	<p>ELA LR 3.0, ELD B19: LC SE, p. L2</p>

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	EI Early Intermediate	Intermediate	EA Early Advanced		
(e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)						

ELA Standards Grade 8 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p> <p><i>Organization and Focus</i></p> <p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations,</p>	<p>Writing Strategies</p> <p>B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.</p> <p>B2. Create simple sentences or phrases with some assistance.</p> <p>B3. Write a brief narrative by using a few simple sentences that include the setting and some details.</p> <p>B4. Use the writing process to write brief narratives and stories with a few</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.</p> <p>EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.</p> <p>EI3. Create a draft of a paragraph by following an outline.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts</p>	<p>Writing Strategies</p> <p>I1. Narrate a sequence of events and communicate their significance to the audience.</p> <p>I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.</p> <p>I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.</p>	<p>Writing Strategies</p> <p>EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.</p> <p>EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.</p> <p>EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.</p>	<p>ELA W 1.0, ELD B5, I9: LC SE/TE, p. 45</p> <p>ELA W 1.0, ELD B1, EA6: LC SE/TE, p. 57</p> <p>ELA W 1.0, ELD B1, EI2, I2: LC SE/TE, p. 156</p> <p>ELA W 1.0, ELD B1, B2, EI4: LC SE/TE, p. 157</p> <p>ELA W 1.0, ELD B1, B2, EI7: LC SE/TE, p. 163</p> <p>ELA W 1.0, ELD I1, I4: LC SE/TE, p. 201</p> <p>ELA W 1.0, ELD B2, EI2: LC SE, p. WP1</p> <p>ELA W 1.0, ELD B1: LC SE, p. WP2</p> <p>ELA W 1.0, ELD EI3, EA8: LC SE, p. WP3</p> <p>ELA W 1.1, ELD B2, B4, B5, EI1, EI4, EI7, I3, I4, I8, EA2, EA4, EA8: LC SE/TE, p. 23</p> <p>ELA W 1.1, ELD B3: LC SE/TE, p. 85</p>	<p>ELA W 1.0, ELD B1, EI6, EI7, I3, I8, EA3, EA8: LC SE/TE, p. 45</p> <p>ELA W 1.0, ELD B2, EI1, EI4, EI7, I4, I8, I9, EA2, EA3, EA8: LC SE/TE, p. 57</p> <p>ELA W 1.0, ELD I3, I4, I5, EA3, EA9: LC SE/TE, p. 63</p> <p>ELA W 1.0, ELD B1, EI1, EI2, I2, I4, I8, EA2, EA4, EA6: LC SE/TE, p. 147</p> <p>ELA W 1.0, ELD EI1, EI4, I4, I5: LC SE/TE, p. 156</p> <p>ELA W 1.0, ELD EI1, I4, I5: LC SE/TE, p. 157</p> <p>ELA W 1.0, ELD I2: LC SE/TE, p. 162</p> <p>ELA W 1.0, ELD EI1, EI4, I4: LC SE/TE, p. 163</p> <p>ELA W 1.0, ELD B2,</p>

ELA Standards Grade 8 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>opinions from authorities, comparisons, and similar devices.</p> <p>Research and Technology</p> <p>1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>1.5 Achieve an effective balance between researched information and original ideas.</p> <p><i>Evaluation and Revision</i></p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p>	<p>standard grammatical forms.</p> <p>B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.</p> <p>B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.</p>	<p>and other content areas (e.g., math, science, history-social science).</p> <p>E15. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.</p> <p>E16. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.</p> <p>E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard</p>	<p>I4. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.</p> <p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p>I6. Write documents related to career development (e.g., business letter, job application).</p> <p>I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.</p>	<p>EA4. Use appropriate language variations and genres in writing for language arts and other content areas.</p> <p>EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry).</p> <p>EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.</p> <p>EA7. Write detailed fictional biographies or autobiographies.</p> <p>EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent,</p>	<p>ELA W 1.1, ELA I9, EA2, EA3: LC SE, p. WP6</p> <p>ELA W 1.2, ELD B4, I1, I7, EA1: LC SE/TE, p. 51</p> <p>ELA W 1.2, ELD B2, B5: LC SE, p. WP3</p> <p>ELA W 1.3, ELD: EI5: LC SE/TE, p. 91</p> <p>ELA W 1.3, ELD B5, EI5, EA3: LC SE/TE, p. 97</p> <p>ELA W 1.3, ELD B3, B5, EI5, EI6, I2, I9, EA2, EA3, EA6, EA9: LC SE/TE, p. 187</p> <p>ELA W 1.4, ELD EI6,: LC SE/TE, p. 181</p> <p>ELA W 1.4, ELD B2: LC SE, p. WP2</p> <p>ELA W 1.5, ELD EI6: LC SE/TE, p. 187</p> <p>ELA W 1.6, ELD B1, B2, B3, B4, B5, EI1, EI2, EI3, EI4, EI7, I1, I5, I7, I8, EA1, EA8: LC SE/TE, p. 51</p> <p>ELA W 1.6, ELD EI5, I2: LC SE/TE, p. 65</p> <p>ELA W 1.6, ELD B4, EI7, I7, I8, EA1, EA7, EA8: LC SE/TE, p. 85</p> <p>ELA W 1.6, ELD EI7: LC SE/TE, pp. 147, 153</p>	<p>EI1, EI2, I2, I4, EA2, EA4: LC SE/TE, p. 165</p> <p>ELA W 1.0, ELD EA3: LC SE/TE, p. 201</p> <p>ELA W 1.0, ELD B2, B4: LC SE, p. WP3</p> <p>ELA W 1.1, ELD EA2, EA3, EA4: LC SE/TE, p. 188–189</p> <p>ELA W 1.1, ELD EA2, EA3: LC SE/TE pp. 190, 191</p> <p>ELA W 1.1, ELD B1, B2, EI3, EI4, EI5, EI7, EA2, EA3: LC SE/TE, p. 193</p> <p>ELA W 1.1, ELD EA3, EA4: LC SE/TE, p. 197</p> <p>ELA W 1.2, ELD B1, B2, EI1, EI4, EI7, I4, I8, I9, EA2, EA3, EA6: LC SE/TE, p. 57</p> <p>ELA W 1.2, ELD I4, EA4: LC SE/TE, p. 51</p> <p>ELA W 1.2, ELD B2: LC SE/TE, p. 119</p> <p>ELA W 1.2, ELD EI2, EI3, EA8: LC SE, p. WP3</p> <p>ELA W 1.3, ELD B1, B2, EI1, EI4, EI7, I4, I8, I9, EA2, EA3, EA6: LC SE/TE, p. 57</p> <p>ELA W 1.3, ELD B1, B2, B5, EI1, EI4, I1, I2, I5, EA4: LC SE/TE, p.</p>

ELA Standards Grade 8 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
		grammatical forms. EI8. Complete simple informational documents related to career development (e.g., bank forms and job applications).	I8. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	and focused essays with consistent use of standard grammatical forms. EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	ELA W 1.6, ELD EI6, I9, EA9: LC SE/TE, p. 169 ELA W 1.6, ELD B6, EI8, I6, EA5: LC SE/TE, pp. IC6, IC7, IC8 ELA W 1.6, ELD EI7, EA1: LC SE, p. WP4	91 ELA W 1.3, ELD EI7, I2, I5, EA1, EA4: LC SE/TE, p. 97 ELA W 1.3, ELD EI4, EI5, I5, I8, EA4, EA6: LC SE/TE, p. 119 ELA W 1.3, ELD B1, B2, B5, EI1, EI2, EI4, EI7, I2, I4, I8, EA2, EA4, EA9: LC SE/TE, p. 159 ELA W 1.4, ELD I2, I4, EA3, EA4, EA6: LC SE/TE, p. 153 ELA W 1.3, ELD EI1, I4: LC SE/TE, p. 187 ELA W 1.5, ELD B1, B2, B5, EI1, EI2, EI4, EI7, I2, I4, I8, EA2, EA4, EA9: LC SE/TE, p. 159 ELA W 1.5, ELD B3, B5, EI4, EI5, I3, I7: LC SE/TE, p. 187 ELA W 1.6, ELD B2, B4, B5, EI1, EI4, EI7, I3, I4, I8, EA2, EA4, EA8: LC SE/TE, p. 23 ELA W 1.6, ELD EI5, I2, I4, EA3, EA4: LC SE/TE. p. 51 ELA W 1.6, ELD EA6, EA8: LC SE/TE, p. 65 ELA W 1.6, ELD B2, B3, EI1, I1, I5: LC SE/TE, p. 85

ELA Standards Grade 8 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
						ELA W 1.6, ELD EA3, EA4: LC SE/TE, pp. 160–161, 147, 153 ELA W 1.6, ELD B4, EA4: LC SE, p. WP4
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:</p> <p>2.1 Write biographies, autobiographies, short stories, or narratives:</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, or the writer's attitude about, the subject.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description,</p>					ELA W 2.0: LC SE, p. WP4 ELA W 2.1: LC SE/TE, pp. 85, 51 ELA W 2.2: LC SE/TE, pp. 51, 91, 97, 165, 181 ELA W 2.3, LC SE/TE, p. 159, 187 ELA W 2.4: LC SE/TE, p. 119 ELA W 2.5: LC SE, pp. IC6, IC7, IC8 ELA W 2.6: LC SE/TE, p. 91	ELA W 2.2: LC SE/TE, p. 125

ELA Standards Grade 8 Writing	ELD Standards Writing Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>comparison or contrast of characters).</p> <p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the student’s own responses to the writer’s techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</p> <p>2.3 Write research reports:</p> <p>a. Define a thesis.</p> <p>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and display information on charts, maps, and graphs.</p> <p>2.4 Write persuasive</p>						

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p> <p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p> <p>2.6 Write technical documents:</p> <p>a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.</p>						

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>b. Include all the factors and variables that need to be considered.</p> <p>c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.</p>						

ELA Standards Grade 8 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</p> <p><i>Comprehension</i></p> <p>1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p>1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Ask and answer questions by using simple sentences or phrases.</p> <p>B3. Demonstrate comprehension of oral</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Restate and execute multiple-</p>	<p>Strategies and Applications</p> <p>I1. Respond to messages by asking simple questions or by briefly restating the message.</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details</p>	<p>ELA LS 1.0, ELD EA1: LC SE/TE, pp. 44, 188–189</p> <p>ELA LS 1.0, ELD EI1: LC SE/TE, p. 45</p> <p>ELA LS 1.0, ELD B2, B3: LC SE/TE, p. 147</p> <p>ELA LS 1.1, ELD B3, I2, EA1, p. 79</p> <p>ELA LS 1.2, ELD EI3, I1: LC SE/TE, p. 79</p>	<p>ELA LS 1.0, ELD EI1, I1: LC SE/TE, pp. 44, 50, 56, 62, 67</p> <p>ELA LS 1.0, ELD EI2: LC SE/TE, p. 147</p> <p>ELA LS 1.0, ELD I1: LC SE/TE, pp. 188–189</p> <p>ELA LS 1.0, ELD B2, EI2, I2: LC SE/TE, p. 190</p> <p>ELA LS 1.2, ELD B2, B3, EI2, I2, EA1: LC SE/TE, p. 79</p>

ELA Standards Grade 8 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
	presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	step oral directions.				
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p>1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p>1.6 Use appropriate grammar, word choice, enunciation, and pace during</p>	<p>B4. Independently use common social greetings and simple repetitive phrases (e.g., “Good morning, Ms. _____”).</p>	<p>EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content. The pages listed in the Primary column don't deal with restatement of oral subject matter content, but I think the Secondary column touches on it enough to avoid calling it a gap. (The first page of a Unit generally has students practice this skill in a simple way.)</p> <p>EI5. Orally communicate basic needs (e.g., “I need to borrow a pencil”).</p>	<p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>I5. Identify the main idea and some supporting details of oral presentations,</p>	<p>EA2. Retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and</p>	<p>ELA LS 1.3, ELD EA7: LC SE/TE, p. 39</p> <p>ELA LS 1.3, ELD, , EA3, EA4: LC SE/TE, p. 45</p> <p>ELA LS 1.3, ELD, EA3: LC SE/TE, p. 71</p> <p>ELA LS 1.3, ELD B4: LC SE/TE, p. 181</p> <p>ELA LS 1.3, ELD B1, B4: Newcomer, pp. 2–3, 6–7, 42–43, 54–55</p> <p>ELA LS 1.3, ELD B1, B4: Newcomer TE, pp. 2, 8, 56, 62, 80</p> <p>ELA LS 1.3, ELD EI5: Newcomer, pp. 2–3, 6–7, 42–43, 54–55</p> <p>ELA LS 1.3, ELD EI5: Newcomer TE, pp. 2, 8, 56, 62, 80</p> <p>ELA LS 1.4, ELD I5: LC SE/TE, p. 193</p> <p>ELA LS 1.3, ELD EA7: LC SE/TE, p. 39</p> <p>ELA LS 1.5, ELD EA2, EA5: LC SE/TE, p. 79</p>	<p>ELA LS 1.3, ELD B4, EI4, I3, I4, I5, EA3, EA4, EA5: LC SE/TE, p. 37</p> <p>ELA LS 1.3, ELD B4, I3, I4, EA4: LC SE/TE, p. 45</p> <p>ELA LS 1.3, ELD EI4, I3, EA4: LC SE/TE, p. 71</p> <p>ELA LS 1.3, ELD EI4, I3, I4, EA3, EA4: LC SE/TE, p. 105</p> <p>ELA LS 1.3, ELD I3, I4, EA3, EA4: LC SE/TE, pp. 139, 172–173</p> <p>ELA LS 1.4, ELD EI4, I3, I4, I5, EA3, EA5: LC SE/TE, p. 147</p> <p>ELA LS 1.4, ELD EI4, I3, I4, I5, EA3, EA5: LC SE/TE, p. 193</p> <p>ELA LS 1.5, ELD EI4, I5, EA6: LC SETE, p. 79</p> <p>ELA LS 1.5, ELD I4, EA3, EA4, EA5: LC</p>

ELA Standards Grade 8 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>formal presentations.</p> <p>1.7 Use audience feedback (e.g., verbal and nonverbal cues):</p> <p>a. Reconsider and modify the organizational structure or plan.</p> <p>b. Rearrange words and sentences to clarify the meaning.</p>			familiar literature, and key concepts of subject-matter content.	<p>soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p> <p>EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.</p>	<p>ELA LS 1.5, ELD I3, I4, I5, EA3, EA5: LC SE/TE, p. 147</p> <p>ELA LS 1.6, ELA LS 1.7, ELD, I3, I4, , EA3, EA5, EA6: LC SE/TE, p. 11</p> <p>ELA LS 1.7, ELD EA5: LC SE/TE, p. 181</p>	<p>SE/TE, p. 125</p> <p>ELA LS 1.4, ELD I5, I6: LC SE/TE, p. 193</p> <p>ELA LS 1.4, ELD I3, EA3, EA5: LC SE/TE, p. 196</p> <p>ELA LS 1.7, ELD EA4: LC SE/TE, p. 181</p>
<p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p>					<p>ELA LS 1.8: LC SE/TE, pp. 45, 113</p> <p>ELA LS 1.9: LC SE, p. IC2</p>	<p>ELA LS 1.9: LC SE, p. IC2</p>

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1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.						
<p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <p>a. Relate a clear, coherent incident, event, or situation</p>		EI6. Prepare and deliver short oral presentations.	I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	EA8. Prepare and deliver presentations that use various sources.	<p>ELA LS 2.0, ELA LS 2.4, ELD EI6, I6, EA8: LC SE/TE, p. 147</p> <p>ELA LS 2.0, ELD EA8: LC SE/TE, p. 153</p> <p>ELA LS 2.1, ELD EI6, I6, EA8: LC SE/TE, p. 79</p> <p>ELA LS 2.2, ELD EI6, I6, EA8: LC SE/TE, pp. 29, 45, 97</p> <p>ELA LS 2.2, ELD EI6: LC SE/TE, p. 131</p> <p>ELA LS 2.3, ELD EI6, I6, EA8: LC SE/TE, p. 181</p> <p>ELA LS 2.4, ELD EI6, I6, EA8: LC SE/TE, p. 79</p> <p>ELA LS 2.5, ELD EI6: LC SE/TE, p. 125</p>	<p>ELA LS 2.0, ELD EI6, I6: LC SE/TE, p. 153</p> <p>ELA LS 2.2, ELD EI6, I6: LC SE/TE, p. 199</p> <p>ELA LS 2.4, ELD EI6, I6, EA8: LC SE/TE, pp. 147, 153</p>

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>by using well-chosen details.</p> <p>b. Reveal the significance of, and the subject’s attitude about, the incident, event, or situation.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p> <p>2.2 Deliver oral responses to literature:</p> <p>a. Interpret a reading and provide insight.</p> <p>b. Connect the students’ own responses to the writer’s techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or personal knowledge.</p> <p>2.3 Deliver research presentations:</p> <p>a. Define a thesis.</p> <p>b. Record important ideas,</p>						

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<p>concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and record information on charts, maps, and graphs.</p> <p>2.4 Deliver persuasive presentations:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.</p> <p>c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.</p> <p>d. Maintain a reasonable tone.</p> <p>2.5 Recite poems (of four to</p>						

ELA Standards Grade 8 Listening and Speaking	ELD Standards Listening and Speaking Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.						

ELA Standards Grade 8 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p>	<p>English Language Conventions</p> <p>B7. Edit one's own work and correct the punctuation.</p> <p>B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.</p> <p>B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.</p>	<p>English Language Conventions</p> <p>EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p>EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.</p> <p>EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical</p>	<p>English Language Conventions</p> <p>I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p>I11. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p>English Language Conventions</p> <p>EA10. Create coherent paragraphs through effective transitions.</p> <p>EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p>EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>ELA LC 1.0, ELD B8, I11, EA12: LC SE/TE, pp. 10, 16, 22, 28</p> <p>ELA LC 1.0, ELD B8: LC SE/TE, pp. 78, 84, 96, 146, 152</p> <p>ELA LC 1.0, ELD B9, I10, I11, EA11, EA12: LC SE/TE, p. 147</p> <p>ELA LC 1.0, ELD B9, EI9, I10, I11, EA12: LC SE/TE pp. 153, 159</p> <p>ELA LC 1.0, ELD EI11: LC SE/TE, p. 180</p> <p>ELA LC 1.0, ELD B7, EI9, I11, EA12: LC SE, p. WP5</p> <p>ELA LC 1.1, ELD EA10: LC SE/TE, p. WP3–WP5</p> <p>ELA LC 1.1, ELD EI10: LC SE/TE, p. WP3–WP5</p>	<p>ELA LC 1.0, ELD B8, EI9, I10, I11, EA12: LC SE/TE, p. 33</p> <p>ELA LC 1.0, ELD B8: LC SE/TE, pp. 112, 118, 130, 180</p> <p>ELA LC 1.0, ELD B8, EI10: LC SE/TE, pp. 135, 124</p> <p>ELA LC 1.0, ELD EI9: LC SE, p. 147</p> <p>ELA LC 1.0, ELD EA11: LC SE, p. 153</p> <p>ELA LC 1.0, ELD B8, EI11: LC SE/TE, p. 192</p> <p>ELA LC 1.0, ELD B8, EI11: LC SE/TE, p. 203</p> <p>ELA LC 1.0, ELD B8: LC SE, p. WP5</p> <p>ELA LC 1.1, ELD B9, EI9, EI10, I10, I11, EA10, EA11, EA12: LC</p>

ELA Standards Grade 8 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 6-8				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p><i>Grammar</i></p> <p>1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p><i>Punctuation and Capitalization</i></p> <p>1.5 Use correct punctuation and capitalization.</p> <p><i>Spelling</i></p> <p>1.6 Use correct spelling conventions.</p>		forms.			<p>ELA LS 1.2, ELD B9, EI9, EI10, I10, I11, EA10, EA11, EA12: LC SE/TE, p. 193</p> <p>ELA LC 1.3, ELD B8: LC SE/TE, p. 164</p> <p>ELA LC 1.4, ELD EI9, I11, EA12: LC SE/TE, p. 186</p> <p>ELA LC 1.4, ELD EI11, I10, I11, EA12: LC SE, p. WP5</p> <p>ELS LC 1.5, ELD B8, EI11: LC SE/TE, p. 198</p> <p>ELA LC 1.5, ELD B7, B9, EI9: LC SE, p. WP5</p> <p>ELA LC 1.6, ELD EI9, I10, EA11: LC SE, pp. SP1–SP12</p> <p>ELA LC 1.6, ELD I10, EA11: LC SE, p. WP5</p>	<p>SE/TE, p. 193</p> <p>ELA LC 1.4, ELD B8, EI10: LC SE/TE, p. 186</p> <p>ELA LC 1.6, ELD B9: LC SE/TE, p. 33</p>

Key:

LC: Language Central

SE: Student Edition

TE: Teacher Edition