

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: Glencoe/McGraw-Hill Program Title: Expressions

SE = Student Edition

TE = Teacher Edition

EPB= Expressions Practice Book

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	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>EI1. Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.</p> <p>EI2. Use common English morphemes in oral and silent reading.</p> <p>EI3. 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>Specialized Vocabulary- ELA R1.0 ELD B1, B2, E11, I1, EA1 SE/TE: Addressed on each selection vocabulary page.</p> <p>Cognates-</p> <p>ELA R1.0 ELD EI3, I2, EA2 SE/TE: Addressed on each selection vocabulary page.</p> <p>Fluency- ELA R1.0 ELD B3, EI5, EI2, I6, I7, EA6, EA8 SE/TE: 6, 16, 35, 51, 62, 76, 102, 111, 126, 137, 183, 195, 205, 234, 280, 301, 315, 327 Additional TE: R1-R12</p>	<p>False Cognates- ELA R1.0 ELD EI3, I2, EA2 TE: 10, 16, 30, 51, 100, 114, 131, 144, 158, 232, 290, 298, 317, 333, 338</p> <p>New to English ELA R1.0 ELD B3, BL4 42-45, 46-49, 50-53, 54-57, 58-61, 62-65, 66-69, 70-73</p>
<p><i>Vocabulary and Concept Development</i></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 R1.1 ELD B2, B3, B4, EI4, EI6, I5, EA7 SE/TE: 8, 58,</p>	<p>Figurative Language-</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.1 Analyze idioms, 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 communicate</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 and social</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>145–162 Additional TE: 54c, 172c EPB: 19, 64, 63</p> <p>ELA R1.2 ELD EI6, I6, EA6 EPB: 58, 125, 149, 156 Additional TE: 144c, 286c, 334c, 342c</p> <p>ELA R1.3 ELD B1, EI3, EI4, I1, I4, EA1, EA3 EPB: 1, 3, 5, 6, 10, 13, 15, 16, 18, 21, 22, 24, 26, 27, 28, 29, 31, 33, 35, 37, 41, 45, 47, 48, 52, 54, 55, 60, 61, 63, 64, 66, 71, 72, 76, 77, 80, 82, 85, 87, 88, 92, 94, 97, 99, 102, 104, 107, 109, 113, 117, 118, 122, 127, 131, 134, 136, 140, 144, 146, 151, 152 Additional TE: 80c, 90b, 90c, 114c, 132c, 162b, 162c, 200c, 210c, 222c, 238c, 246c, 252c, 304c, 328c</p> <p>ELA R1.3 ELD EI6, I4, EA4 TE: 9, 10b, 19, 31, 41, 63, 68b, 78, 90, 102, 113, 125, 127, 153, 167, 169, 176, 178, 181, 190, 191, 210, 214,</p>	<p>ELA R1.1 ELD B2, B3, B4, EI4, EI6, I5, EA7 TE: 90, 214, 232, 251</p> <p>Simile - ELA R1.1 ELD B2, B3, B4, EI4, EI6, I5, EA7 TE: 8, 14, 58, 126, 156, 190, 215, 232, 233, 297, 299</p> <p>Metaphor- ELA R1.1 ELD B2, B3, B4, EI4, EI6, I5, EA7 TE: 148, 206, 251, 298</p> <p>Idioms- ELA R1.1 ELD B2, B3, B4, EI4, EI6, I5, EA7 TE: 216, 220, 222</p>

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
	basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		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.	219, 221, 222, 233, 234, 235, 246, 250, 262, 281, 286, 303, 319, 325, 341	
<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 words annually on their own, including a good</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 categories of common</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 devices and filling out basic</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, and text in content areas.</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, newspapers, instructional</p>	<p>ELA R2.1 ELD B10, B13, EI9, I10, I13, EA10, EA11SE/TE: 259–264</p> <p>ELA R2.2 ELD B8, EI9, EI13, I9, I10, EA9 SE/TE: 239–246 Additional TE: 246e-246f</p> <p>ELA R2.3 ELD B11, B13, EI11, EI13, I10, EA9 SE/TE: 259–264 Additional TE: 246e-246f</p> <p>ELA R2.4 ELD B8, EI9, I9, I10, EA9 EPB: 86 Additional</p>	<p>ELA R2.0 ELD I9, EA9 EPB: 7, 11, 15, 38, 42, 67, 100, 132, 141</p> <p>ELA R2.0 ELD B9, EI10, I11 EPB: 112 Additional TE: 258c</p>

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<p>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 the use of a complex mechanical device by following technical</p>	<p>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 in simple texts.</p>	<p>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 or phrases.</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>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>TE: 210d</p> <p>ELAR 2.5 ELD B8, B9, B12, EI9, EI10, I10, I11, EA9, EA10 SE/TE: 129–132 EPB: 130 Additional TE: 292c</p> <p>ELA 2.6 ELD B8, B12, I9, I10, I13, EA9, EA11 SE/TE: 107–114, 259–264;</p> <p>ELA R2.7 ELD B8, B12, EI9, EI11, EI12, EA9 SE/TE: 163–172; 239-246, 293–304; 321–328 Additional TE: 328e-328f</p>	

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<p>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>						
<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 (e.g., ballad, lyric, couplet,</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>E119. 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 R3.1 ELD B20, E119, EA13, EA18 SE/TE: 173–186; 187–200; 246–252; 253–258; 271–282; 283–286; 287–293; 336–342 Additional TE: 144e-144f, 282e-282f</p>	<p>ELA R3.0 ELD EA13 EPB: 73, 78, 83, 89, 95, 105, 110, 119, 123, 137, 147, 153</p>

ELA Standards Grade 8 Reading	ELD Standards Reading Grades 6-8				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
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, opinions from authorities, comparisons, and similar</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 standard grammatical</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 and other content areas (e.g., math,</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>I4. Write responses to</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>EA4. Use appropriate</p>	<p>ELA W1.1 ELD B2, EI1, I4, EA3 SE/TE: 223-227, 265-269, 305-309, 343-347 Additional TE: 10c, 36d, 54d, 80d, 90d, 132d, 210d, 238d, 246d, 265c, 286d, 320c, 342d EPB: 4, 14; 30, 36, 53, 59, 86, 98, 103, 116, 126, 139, 157</p> <p>ELA W1.2 ELD B2, B3, B4, B5, EI2, EI7, I3, I7, EA1, EA8 SE/TE: 91-95, 305-309, 343-347</p> <p>ELA W1.3 ELD B2, B5, EI1, EI2, EI5, EI7, I2, I3, I4, EA2, EA3 SE/TE: 223-227, 305-309, 343-347 EPB: 108 Additional TE: 252d</p> <p>ELA W1.4 ELD B2, B5, EI3, EI6, EI7, I2, I3, I8, I9, EA4, EA8, EA9 SE/TE: 305-</p>	<p>New to English-ELA 1.0 ELD B1, B2 74-83, 84-93, 94-103, 104-113, 114-123, 124-133</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>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>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>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 grammatical</p>	<p>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>I8. Use basic strategies of</p>	<p>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, and focused essays with</p>	<p>309</p> <p>ELA W1.5 ELD B2, E16, E17, I2, I8, I9, EA2, EA6, EA8, EA9 SE/TE: 265-269, 305-309</p> <p>ELA W1.6 ELD B4, E17, I4, EA4 SE/TE: 115-119, 223-227, 265-269, 305-309, 343-347</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		
		forms. EI8. Complete simple informational documents related to career development (e.g., bank forms and job applications).	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.	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.		
<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,</p>					<p>ELA W2.1 ELD B2, B3, B4, EI2, EI3, I3, I7, EA1, EA7 SE/TE: 91–96</p> <p>ELA W2.2 ELD EI6 SE/TE: 223–227; 305–309 EPB: 4, 20, 30, 59, 65, 75, 81, 86, 103, 126, 135, 150, 157 Additional TE: 144d, 162d, 186c, 200d, 210d, 246d, 286d, 304d, 334d, 342d</p> <p>ELA W2.3 ELD B2, B5, EI3, EI6, EI7, I2, I3, I8, I9, EA4, EA8,</p>	

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<p>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, 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</p>					<p>EA9 SE/TE: 305-309</p> <p>ELA W2.4 ELD B2, E16, E17, I2, I8, I9, EA2, EA6, EA8, EA9 SE/TE: 265–269</p> <p>ELA W2.5 ELD B2, B5, B6, E18, I6, EA5 SE/TE: 115–119 EPB: 114</p> <p>ELA W2.6 ELD B1, I1, EA4 EPB: 112, 130 TE: 258c, 292c</p>	

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<p>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 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</p>						

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<p>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> <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
	<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>1.0 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>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English</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</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</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</p>	<p>ELA LS1.1 ELD B1, B11, EI1, EI2, I1, EA1 SE/TE: 310 EPB: 14, 20, 59, 65, 70, 86, 93, 121, 126, 135, 139, 145, 150, 157 Additional TE: 36d, 54d, 80d, 144d, 172d, 210d, 222d, 282c, 286d, 304d, 320c, 328d, 334d,</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><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, deliver, and purpose.</p>	<p>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 presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).</p>	<p>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-step oral directions.</p>	<p>stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p>	<p>supporting details</p>	<p>342d</p> <p>ELA LS1.2 ELD B1, B2, EI2, I1, EA3 SE/TE: 228, 310, 348 EPB: 9, 25, 53, 65, 81, 108 Additional TE: 68c, 132d, 200d, 252d</p>	
<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>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.</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</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>ELA LS1.3 ELD B2, EI3, I4, I5, EA4, EA5 SE/TE: 96, 120, 228, 310, 348 EPB: 4, 14, 18, 20, 24, 46, 81, 98 Additional TE: 54b, 68b, 200d, 238d</p> <p>ELA LS1.4 ELD EI4, I3, I4, I5, EA3, EA5 SE/TE: 270, 310</p> <p>ELA LS1.5 ELD EI4, I3, EA2, EA3, EA5 SE/TE: 96, 120, 228, 310 EPB: 75 Additional TE: 186c</p>	

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<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 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>			<p>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, familiar literature, and key concepts of subject-matter content.</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 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</p>	<p>ELA LS1.6 ELD EI4, I3, I5, EA3, EA5, EA6 SE/TE: 120, 228, 270, 310, 348 EPB: 157 Additional TE: 342d</p> <p>ELA LS1.7 ELD B3, EI4, I5, EA5, EA6 SE/TE: 120, 228, 270, 310 EPB: 108 Additional TE: 252d</p>	

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
				ideas to a variety of audiences.		
<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>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>					<p>ELA LS1.8 ELD B3, EI4, I5, EA5, EA6 SE/TE: 270, 310</p> <p>ELA LS1.9 ELD B3 SE/TE: 310</p>	
<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</p>		<p>EI6. Prepare and deliver short oral presentations.</p>	<p>I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.</p>	<p>EA8. Prepare and deliver presentations that use various sources.</p>	<p>ELA LS2.1 ELD EI6, I6, EA8 SE/TE: 96</p> <p>ELA LS2.2 ELD EI6 SE/TE: 228 EPB: 9, 40, 59, 70, 81, 116, 121, 126, 145, 157 Additional TE: 106c, 144d, 172d, 200d, 265c, 282c, 286d, 328d, 342d</p> <p>ELA LS2.3 ELD EI4, I3, I4, I5, EA3, EA5 SE/TE: 310</p> <p>ELA LS2.4 ELD EI6, I6, EA8 SE/TE: 270</p> <p>ELA LS2.5 ELD EI6 SE/TE: 223-227,</p>	

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>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 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</p>					228	

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<p>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, 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</p>						

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<p>arrangement of details, reasons, examples, and other elements.</p> <p>d. Maintain a reasonable tone.</p> <p>2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.</p>						

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>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,</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,</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</p>	<p>ELA LC1.1 ELD B7, B8, EI9, I11, EA12 SE/TE: 91-95, 116-119, 223-227, 265-269, 305-309 Additional TE: 26b, 54b, 114b, 132b, 172b, 200b, 304b, 328b, 334b EPB: 18, 43, 44, 50, 68, 79, 133, 142, 148</p> <p>ELA LC1.2 ELD B8, EI11, I10 SE/TE: 269 EPB: 8</p> <p>ELA LC1.3 ELD B8, EI9, EI10, I11, EA12 Additional TE: 36b, 22b, 246b, 265b, 282b, 292b, 342b EPB: 12, 63, 90,</p>	

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>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <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>	and correct spelling.	and mechanics of writing with consistent variations in grammatical forms.		<p>spelling.</p> <p>EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>101, 115, 120, 129, 154</p> <p>ELA LC1.4 ELD B8, E19, E10, I11, EA12 SE/TE: 91-95, 343-347 Additional TE: 10b, 210b, 252b, 258b, 286b, 320b EPB: 39, 57, 84, 106, 111, 124, 138</p> <p>ELA LC1.5 ELD B7, B9, E11, I10, I11, EA12 SE/TE: 119, 309, 347 EPB: 43, 44, 51, 96</p> <p>Additional TE: 132b, 238b</p> <p>ELA LC1.6 ELD B9, E19, I10, EA11 SE/TE: 91-95, 116-119, 223-227, 265-269, 305-309 EPB: 74, 91, 143, 155</p> <p>Additional TE: 186b, 222b, 328b, 342b</p>	