

Standards for Excellence

ELA/ELD Standards Alignment

Eighth Grade

B – Beginning
 EI – Early Intermediate
 I – Intermediate

EA – Early Advanced
 A – Advanced
 PB – Practice Book

Domain: Reading

Strand: 1.0 WORD ANALYSIS FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENTY: *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.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Vocabulary and Concept Development 1.1 – 1.3</i>			
These ELD standards are prerequisite to ELA standard 1.1	B Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).		For students at the “I” and above levels, see <u>The Basics</u> . For students at the “B” and “EI” levels of proficiency, refer the <u>Lakeside School</u> unit found within <u>The Basics</u> .
	B Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).		
	B Retell stories using phrases and sentences.		
	EI/I Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.		
	B Recognize and correctly pronounce most English phonemes when reading aloud.		
	EI Produce most English phonemes comprehensibly, while orally reading their own writing, simple sentences, or texts.		
	B Recognize common English morphemes in phrases and simple sentences.		
	EI Use common English morphemes in oral and silent reading.		
	I Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.		
	EA/A Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.		
EI Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educación, actualmente, actually).			
I Identify cognates and false cognates in literature and texts in content areas (e.g., cognate – agonía, agony; false cognate – éxito, exit).			

	<p>EA/A Distinguish between cognates and false cognates in literature and texts in content areas.</p> <p>EA Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p>		
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Domain: Reading

Strand: 1.0 WORD ANALYSIS FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENTY: *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.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Vocabulary and Concept Development 1.1 – 1.3</i>			
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	I Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).	T 50 T 111 T 177	pp. 135, 140, 227
	EA Use idioms, analogies, and metaphors in literature and texts in content areas.	T 267 PB 126 T 299 PB 138	
	A Use common idioms, some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).	T 303-305 PB 140-141 T 345 PB 166 T 353 T 392	
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.	EI Use knowledge of literature and content areas to understand unknown words.	T 50 T 88	pp. 7, 12, 17, 31, 36, 40
	I Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	T 188 T 244 T 247	
	EA Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	PB 114-115 T 307	
	A Apply knowledge of academic and social vocabulary to achieve independent reading.		
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	B Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.	T 131 PB57 T 158 T 235	pp. 65, 70, 75, 94, 99, 101, 106, 112, 135, 217, 222
	EI Read simple paragraphs and passages independently.	T 346-347	
	I Use knowledge of English morphemes, phonics, and syntax to decode written texts.		
	EA Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.		
	I Recognize that words sometimes have multiple meanings.		

	<p>EA Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.</p> <p>A Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.</p> <p>IE Use a standard dictionary to find the meaning of known vocabulary</p> <p>I Use a standard dictionary to find the meaning of unknown words.</p> <p>EA Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).</p> <p>A Use a standard dictionary to determine meanings of unknown words.</p>		
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Domain: Reading

Strand: 2.0 READING COMPREHENSION (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspective of the text by using their knowledge of text structure, organization, and purpose.

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Structural Features of Informational Materials 2.1 – 2.2</i>			
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).	B Point out text features such as title, tables of contents, and chapter headings.	T 107-108 T 311	pp. 241, 253-261
	B Recognize categories of common informational materials (e.g., newspaper brochures, etc.).		
2.2 Analyze text that uses the proposition-and-support patterns.	B Use pictures, lists, charts, and tables to identify the factual components of compare-and-contrast patterns in informational materials, newspapers, and magazines.	T 128-128 PB 54-55 T 277 PB 129	pp. 9, 14, 67, 262
	EI Orally identify the factual components of simple informational materials using key words or phrases.		
	EI Locate and orally explain categories of familiar informational materials using simple sentences.		
	I Identify and use detailed sentences to orally explain the differences among some categories of informational materials.		
	EA Identify and explain the differences among various categories of informational materials.		
	A Identify and analyze the differences among various categories of informational materials.		

<i>Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 – 2.6</i>					
2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	B	Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.	Imbedded in unit T 114-137		pp. 33, 42-43
	EI	Read and orally respond to simple literary texts and text in content areas by answering factual comprehension questions using simple sentences.			
	I	Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.			
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.	B	Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.	T 118-126 PB 52		pp. 178-179, 189-190
	EI	Read and orally respond to simple literary texts and text in content areas by answering factual comprehension questions using simple sentences.			
	I	Read and use detailed sentences to orally respond to literature by answering factual comprehension questions..			
2.5 Understand and explain the use of a complex mechanical device by following technical directions.	B	Understand and follow simple multi-step oral directions of classroom or work-related activities.	T 47-52 T 368-371		pp. 241-242
	EI	Identify and follow some multi-step directions for simple mechanical devices and basic forms.			
	I	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.			
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	B	Orally identify main ideas and some details of familiar texts using key words or phrases.	T 96 PB 37 T 110 PB 46 T 163 PB 68 T 176 PB 75 T 190		pp. 241-252
	EI	Read and orally identify main ideas and details of informational materials, literary text, and text in content areas using simple sentences.	T 197 PB 89 T 279 PB 133		
	I	Read and use detailed sentences to orally explain main ideas and details of informational, literary texts, and text materials in content areas.			
	EA	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.			
	A	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.			
<i>Expository Critique 2.7</i>					
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	B	Orally identify examples of fact/opinion and cause/effect in simple texts.	T 23 T 38-39 PB 12		pp. 219, 224
	EI	Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.	T 64 PB 27 T 107 PB 42 T 134-135		
	I	Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, and magazines).	T 145 T 160		

	<p>EA Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).</p> <p>A Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, signs, and textbooks).</p>	T 194 PB 83	
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Strand: 3.0 LITERARY RESPONSE AND ANALYSIS: *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.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Structural Features of Informational Materials 3.1</i>			
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, ode, sonnet).	B Recite simple poems.	T 27-28 T 131-137 PB 58 T 177-197 PB 77	pp. 162-188
	B Use picture, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, non-fiction, and poetry.		
	EI Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.		
	I Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.		
	EA Orally describe the major characteristics of several forms of poetry using detailed sentences.		
	EA Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.		
A Analyze elements of a plot including its development and how conflicts are addressed and resolved.			
<i>Narrative Analysis of Grade-Level-Appropriate Text 3.2 – 3.6</i>			
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.	B Orally respond to simple literary texts by answering factual comprehension questions using one-or two-word responses.	T 56 T 233 PB 105 T 309 PB 145 T 336	pp. 3-5, 8, 10, 13, 15, 18
	EI Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.		
	I Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, and essay).		
	EA Read and orally explain the literary elements of plots, setting, and characters using detailed sentences.		

These ELD standards are prerequisites to ELA standard 3.3.	EI Read and orally identify the speaker or narrator in a selection.		
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	EI Identify the difference between first and third person using simple sentences. B Orally identify different characters and settings in simple literary texts using words or phrases. B Role-play a character from a familiar piece of literature using words and phrases. EI Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences. EA Describe the author’s point of view in literary text using detailed sentences. A Compare and contrast motivation and reactions of characters across a variety of literary texts.	T 166-169 T 208-209 PB 94 T 254-262 PB 122	pp. 27-29, 32, 34, 37, 38, 41, 44, 47
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	B Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts. EI Read and orally identify the main events of the plot using simple sentences. I Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts. EA Compare and contrast a similar theme across several genres using detailed sentences. EA Orally and in writing describe a similar theme or topic using detailed sentences. A Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). A Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.	T 23 PB 4-5 T 259 PB 118 T 314-315	pp. 61-63, 68, 71, 73, 76
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	B Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts. EI Read and orally identify the main events of the plot using simple sentences. I Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts. EA Compare and contrast a similar theme across several genres using detailed sentences. EA Orally and in writing describe a similar theme or topic using detailed sentences. A Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	T 237 T 338 T 350 PB 168 T 355	pp. 87-88, 102-105

	A	Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.		
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	B	Recite simple poems.	T 111 PB 47 T 113	pp. 89-91, 131-133, 136, 138, 141, 144-148
	B	Use picture, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, non-fiction, and poetry.	T 169 PB 70 T 303 PB 140 T 305 PB 141 T 353	
	EI	Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.		
	I	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.		
	EA	Orally describe the major characteristics of several forms of poetry using detailed sentences.		
	EA	Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.		
	A	Analyze elements of a plot including its development and how conflicts are addressed and resolved.		
	EA	Identify literary devices such as narrative voice, symbolism, dialect, and irony.		
	A	Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).		
<i>Literary Criticism 3.7</i>				
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach).	B	Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.	T 23 T 29 T 38 T 63 T 93 T 125 PB 51 T 135 T 160 T 276 T 307 T 321 PB 153	pp. 213-215, 218, 220, 223, 225, 228-229
	EI	Read and orally identify the main events of the plot using simple sentences.		
	I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.		
	EA	Compare and contrast a similar theme across several genres using detailed sentences.		
	EA	Orally and in writing describe a similar theme or topic using detailed sentences.		
	A	Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).		
	A	Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.		

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Domain: Writing

Strand: 1.0 WRITING STRATEGIES: *Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through stages of the writing process as needed.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Organization and Focus 1.1 – 1.3</i>			
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	I Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	T 351 T 378-379	p. 290
	EA Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.		
	A Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.		
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	B Create simple sentences or phrases with some assistance	T 25 PB 6-7 T 71 T 108 PB 43 T 140-141 T 283	For students at the “I” and above levels, see <u>The Basics</u> . For students at the “B” and “EI” levels of proficiency, refer the <u>Lakeside School</u> unit found within <u>The Basics</u> .
	EI Use common verbs, nouns, and high frequency modifiers in simple sentences.		
	EI Write an increasing number of words and simple sentences appropriate for language arts and other content areas.		
	I Use more complex vocabulary and sentences appropriate for language arts and other content areas.		
	EA/A Use appropriate language variations and genres in writing for language arts and other content areas.		
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	B Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	T 71 T 139-141 T 210-216 T 267 PB 126 T 356-361 T 390	p. 298
	EI Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.		
	I Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.		
	EA Write in different genres. Include coherent plot development, characterization, and setting.		

Research and Technology 1.4 – 1.5

<p>1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p>	<p>I Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.</p>	<p>T 46-52 PB 18, 21</p>	<p>For students at the “I” and above levels, see <u>The Basics</u>.</p> <p>For students at the “B” and “EI” levels of proficiency, refer the <u>Lakeside School</u> unit found within <u>The Basics</u>.</p>
<p>1.5 Achieve an effective balance between researched information and original ideas.</p>	<p>EA Write an essay or report that balances information, has original ideas, and gives credit in a bibliography. Use appropriate tone and voice based on purpose, audience, and subject matter.</p> <p>A Use various methods of investigation and research to develop an essay or report that balances information and original ideas, and includes references and a bibliography.</p>	<p>T 46-53</p>	<p>For students at the “I” and above levels, see <u>The Basics</u>.</p> <p>For students at the “B” and “EI” levels of proficiency, refer the <u>Lakeside School</u> unit found within <u>The Basics</u>.</p>
<p>These ELD standards are prerequisite to ELA standard 1.6.</p>	<p>B Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.</p> <p>EI Collect information and take notes on a given topic from a variety of sources.</p> <p>I Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence.)</p> <p>EA Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.</p> <p>A Use strategies of note taking, outlining, summarizing and the writing process to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.</p>		<p>For students at the “I” and above levels, see <u>The Basics</u>.</p> <p>For students at the “B” and “EI” levels of proficiency, refer the <u>Lakeside School</u> unit found within <u>The Basics</u>.</p>
<p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs,</p>	<p>B Use the writing process to write brief narratives and stories with a few standard grammatical forms.</p> <p>EI From a given topic, use the writing process to write sentences and short paragraphs</p>	<p>T 56 T 65 PB 28 T 82 PB 31-32</p>	<p>p. 296</p>

<p>passages, and ideas.</p>	<p>with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>I Use complex sentences to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.</p> <p>EA Write detailed fictional biographies or autobiographies.</p> <p>A Write documents that include coherent plot development, characterization, setting, and a variety of literary strategies.</p>		
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Domain: Writing

Strand: 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): *Students write narrative, expository, and persuasive, and descriptive essays of at least 500 to 700 words in each genre.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Writing Applications (Genres and Their Characteristics)</i>			
2.1 Write biographies, autobiographies, short stories, or narratives: relate a clear, coherent incident, event, or situation by using well chosen details; reveal the significance of, or the writer’s attitude about the subject. Employ narrative and descriptive strategies.	B Write a brief narrative using a few simple sentences that include setting and some details.	T 66-69 T 109 PB 45 T 138-142	pp. 277, 299
	EI Following an outline, create a draft of a paragraph.		
	EI Write brief responses to selected literature with factual understanding of the text using simple sentences.		
2.2 Write responses to literature: exhibit careful reading and insight in their interpretations; connect the student’s own responses to the writer’s techniques and to specific textual references; draw supported inferences about the effects of a literary work on its audience; support judgment through references to the text, other works, other authors, or to personal knowledge.	B Write a brief narrative using a few simple sentence that include setting and some details.	T 39 T 64 PB 27 136 T 179 T 311 T 322 PB 154 T 336 PB 162 T 350 PB 168 T 351	pp. 280, 300
	EI Following an outline, create a draft of a paragraph.		
	EI Write brief responses to selected literature with factual understanding of the text using simple sentences.		
	EA/A Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.		
	A Produce writing using various elements of discourse in narrative expository, persuasive, informational, and/or descriptive writing.		

<p>2.3 Write research reports: define a thesis; record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate; use a variety of primary and secondary sources and distinguish the nature and value of each; organize and display information on charts, maps, and graphs.</p>	<p>I Narrate a sequence of events and communicate their significance to the audience.</p> <p>I Write brief expository compositions that include a thesis and some points of support.</p> <p>EA Develop a clear thesis and support it using appropriately the rhetorical devices of analogy, quotation, and fact.</p> <p>A Develop a clear thesis and support it with various rhetorical devices.</p>	<p>T 209-216 PB 97</p>	<p>pp. 287, 302</p>
<p>2.4 Write persuasive compositions: include a well-defined thesis; present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p>	<p>I Narrate a sequence of events and communicate their significance to the audience.</p> <p>I Write brief expository compositions that include a thesis and some points of support.</p> <p>EA Develop a clear thesis and support it using appropriately the rhetorical devices of analogy, quotation, and fact.</p> <p>A Develop a clear thesis and support it with various rhetorical devices.</p>		<p>pp. 284, 290</p>
<p>2.5 Write documents related to career development, including simple business letters and job applications.</p>	<p>B Complete basic business forms that require information such as name, address, and telephone number.</p> <p>EI Complete simple informational documents related to career development.</p> <p>I Write documents related to career development.</p> <p>EA/ A Write pieces related to career development.</p>		<p>p. 294</p>
<p>2.6 Write technical documents: identify, for example, the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization; include all the factors and variables that need to be considered; use formatting techniques to aid comprehension.</p>	<p>I Narrate a sequence of events and communicate their significance to the audience.</p> <p>I Write brief expository compositions that include a thesis and some points of support.</p> <p>EA Develop a clear thesis and support it using appropriately the rhetorical devices of analogy, quotation, and fact.</p> <p>A Develop a clear thesis and support it with various rhetorical devices.</p>	<p>T 51-53 PB 21 T 110 T 130 PB 56 T 151 T 162 PB 67 T 163 PB 68 T 176 PB 75 T 197 T 209 PB 97 T 234 T 247 T 352 T 356-362</p>	<p>pp. 284, 301</p>

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Domain: Written and Oral English Language Conventions

Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: *The standards for written and oral English language conventions have been placed between those for Listening and Speaking because their conventions are essential to both sets of skills.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Sentence Structure 1.1 – 1.3</i>			
1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	B Identify basic vocabulary, mechanics, and structures in a piece of writing.	T 13 PB 2 T 25 T 35 PB 11 T 40 PB 13 T 81 PB 31 T 117 PB 48 T 123 PB 50 T 126 T 155 PB 63 T 159 PB 64 T 171 PB 71 T 173 PB 72 T 191 PB 81 T 227 PB 101 T 262 T 293 PB 136 T 327 PB 158	pp. 304, 310, 312, 316, 338
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.	EI Use clauses, phrases, and mechanics with consistent variations in grammatical forms. EA Create coherent paragraphs through effective transitions. A Create coherent paragraphs through effective transitions and parallel constructions.		
1.3 Use a subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	EI Use clauses, phrases, and mechanics with consistent variations in grammatical forms. EA Create coherent paragraphs through effective transitions. A Create coherent paragraphs through effective transitions and parallel constructions.	T 117 PB 48 T 123 PB 50 T 143 T 159 PB 64 T 173 PB 72 T 293 PB 136 T 381 T 388	pp. 304, 308, 312, 314, 338

Grammar 1.4					
1.4 Edit written manuscripts to ensure that correct grammar is used.	EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	T 65	PB 28	pp. 306, 318, 320, 322, 324, 326, 328, 330, 332, 334
	I	Edit and correct basic grammatical structures and conventions of writing.	T 74		
	EA	Edit writing for grammatical structures and conventions of writing.	T 144	PB 74	
	A	Edit writing for conventions of writing to approximate standard grammatical forms.	T 175 T 208 PB 94-95 T 216 T 233 T 278 T 286 T 351 T 360		
Punctuation and Capitalization 1.5					
1.5 Use correct punctuation and capitalization.	B	Edit own work and correct punctuation.	T 54		pp. 306, 328, 330, 332
	BI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	T 155	PB 63	
	I	Edit and correct basic grammatical structures and conventions of writing.	T 301		
	EA	Edit writing for grammatical structures and conventions of writing.	T 388-390		
	A	Edit writing for conventions of writing to approximate standard grammatical forms.			
Spelling 1.6					
1.6 Use correct spelling conventions.	EI	Edit writing for basic convention (e.g., punctuation, capitalization, and spelling).	T 391		pp. 326, 334
	I	Edit and correct basic grammatical structures and conventions of writing.			
	EA	Edit writing for grammatical structures and conventions of writing.			
	A	Edit writing for conventions of writing to approximate standard grammatical forms.			

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Domain: Listening and Speaking

Strand: 1.0 LISTENING AND SPEAKING STRATEGIES: *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.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Comprehension 1.1 – 1.2</i>			
These ELD standards are prerequisite to ELA standards in the Listening and Speaking Domain.	EA Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter. A Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. EI Restate and execute multi-step oral directions.		Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	No comparable ELD standard found.		
1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose.	No comparable ELD standard found.	T 24 T 35 PB 51 T 235 PB 110 T 245 PB 1112 T 259 PB 119 T 335 PB 161	For students at the “I” and above levels, see <u>The Basics</u> . For students at the “B” and “EI” levels of proficiency, refer the <u>Lakeside School</u> unit found within <u>The Basics</u> .
<i>Organization and Delivery of Oral Communication 1.3 – 1.7</i>			
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	B Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). I Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	T 124-125 T 182 T 250 T 292-293 T 314	pp. 279, 283, 289

	EA Listen attentively to more complex stories/information on new topics and identify the main points and supporting details. A Listen attentively to stories and subject area topics, and identify the main points and supporting details.		
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.	No comparable ELD standard found.	T 163 PB 68 T 174 PB 73 T 183 T 251	Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.
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.	B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). EI 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 <i>he/she</i>). I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	T 63 PB 26 T 65 PB 28 T 103 PB 40 T 109	Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal enunciation, and pace during formal presentations.	B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). EI 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 <i>he/she</i>). I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	See ELA Resource pages.	Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.

<p>1.7 Use audience feedback (e.g., verbal and non-verbal clues):</p> <ul style="list-style-type: none"> a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. 	<p>No comparable ELD standard found.</p>	<p>T 168</p>	<p>Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.</p>
<p><i>Analysis and Evaluation of Oral Media Communication 1.8 – 1.9</i></p>			
<p>1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p>	<p>B Ask and answer questions using simple sentences or phrases.</p> <p>EI Ask and answer questions using phrases or simple sentences.</p> <p>EI Restate in simple sentences the main idea of oral presentations of subject matter content.</p> <p>I Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.</p> <p>EA Retell stories in greater detail including characters, setting, plot, summary, and analysis.</p> <p>EA Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p>	<p>T 98 T 128 PB 54-55 T 160 T 196 PB 86 T 276 T 171 T 207 PB 93</p>	<p>Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.</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>B Ask and answer questions using simple sentences or phrases.</p> <p>EI Ask and answer questions using phrases or simple sentences.</p> <p>EI Restate in simple sentences the main idea of oral presentations of subject matter content.</p> <p>I Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.</p> <p>EA Retell stories in greater detail including characters, setting, plot, summary, and analysis.</p> <p>EA Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p>	<p>T 12-13 PB 2 T 76-77 T 150-151</p>	<p>pp. 286, 293</p>

ELA/ELD Standards Alignment

Eighth Grade

B – Beginning
 EI – Early Intermediate
 I – Intermediate

EA – Early Advanced
 A – Advanced
 PB – Practice Book

Domain: Listening and Speaking

Strand: 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): *Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Speaking Applications 2.1 – 2.5</i>			
<p>These ELD standards are prerequisite to ELA standards 2.1 – 2.5</p>	<p>B Independently use common social greetings and simple repetitive phrases (e.g., “Good Morning, Mrs. ____.”).</p> <p>EI Orally communicate basic needs (e.g., “I need to borrow a pencil.”).</p> <p>I Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>EA Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.</p> <p>A Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.</p> <p>EA Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “heavy as a ton of bricks,” “soaking wet”).</p> <p>A Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.</p>	<p>Refer to <u>The Basics</u> or T 64-66</p>	<p>Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.</p>
<p>2.1 Deliver narrative presentations (e.g., biographical, autobiographical): relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, and the subject’s attitude about, the incident, event, or situation; employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p>	<p>EI Prepare and deliver short oral presentations.</p> <p>I Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.</p>	<p>T 251 PB 116 See ELA Resources</p>	<p>Universal Access does not provide resources for these ELD standards. Refer to K-5 standards and resources for students working at this level.</p>

<p>2.2 Deliver oral responses to literature: interpret a reading and provide insight; connect the students' own responses to the writer's techniques and to specific textual references; draw supported inferences about the effects of a literary work on its audience; support judgments through references to the text, other works, other authors, or personal knowledge.</p>	<p>EI Prepare and deliver short oral presentations.</p> <p>I Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.</p>	<p>T 231 See ELA Resources</p>	<p>p. 282</p>
<p>2.3 Deliver research presentations; define a thesis; record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate; use a variety of primary and secondary sources and distinguish the nature and value of each.</p>	<p>EA Prepare and deliver presentations that use a variety of sources.</p> <p>A Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.</p>	<p>T 373 See ELA Resources</p>	<p>p. 289</p>
<p>2.4 Deliver persuasive presentations: include a well defined thesis; differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning; anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements; maintain a reasonable tone.</p>	<p>EA Prepare and deliver presentations that use a variety of sources.</p> <p>A Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.</p>	<p>T 136 PB 66-68 T 174 T 183 PB 178</p>	<p>p. 292</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>	<p>No comparable ELD standard found.</p>	<p>T 136 PB 58 T 161 T 179 T 237 PB 110 T 355 PB 172-173</p>	<p>p. 283</p>