



## English as a Second Language Curriculum Pacing Guide

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
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Quarter: 1

Grade Level: 8<sup>th</sup> Grade

Common Core Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Suggested Readings
<p><b>8.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can locate and summarize evidence in the text to support my analysis of what the text says.</p> <p>I can read closely and find answers directly in the text and answers that require an inference</p> <p>I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at.</p>	<p>How can I apply appropriate reading strategies to understand the text?</p> <p>How can I monitor my reading to ensure that I understand the text?</p>	<p>Suggested Themes: <i>Teachers are encouraged to substitute and/or add reading selections that contribute to students' mastery of the standards and individual academic and language needs. The selections listed in this section are merely suggestions for texts that meet both the PARCC and Common Core objectives.</i></p> <p>Urban Settings in America: It Happened in the City</p>
<p><b>8.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can determine the central idea of a text and describe how characters, setting and plot contribute to the central idea.</p> <p>I can identify theme and determine how the characters, setting, and</p>	<p>How can I use the context clues, pictures, images, etc. to determine the main idea of a story?</p> <p>How does word choice influence meaning and tone in a text?</p>	<p>Suggested Pacing: 4 weeks (What does the urban setting contribute to the theme or ideas of a text?)</p> <p>Standards Addressed in this unit: RI.8.1; RI.8.6; W.8.3; SL.8.1 (a); SL.8.1 (b); L.8.4; L.8.4 (a); L. 8.4 (b) RL.8.4; RL 8.7; RI.8.8; W.8.4;</p>

<p>its relationship to the characters, setting, and plot; provide an objective summary.</p>		<p>plot develop over the course of the text to contribute to the theme.</p> <p>I can create an objective summary about what the text says without including my own opinion about the subject matter.</p>		<p>W.8.5; W.8.6; W. 8.7 Poems "Chicago" (Carl Sandburg) "O Captain! My Captain!" (Walt Whitman) <i>Stone Bench in an Empty Park</i> (Paul Janeczko) <i>Technically, It's Not My Fault</i> (John Grandits)</p>
<p><b>4.RL.KID.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p> <p><b>4.RI.KID.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p>	<p><b>ELD Standard 2</b> –English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can analyze how particular lines of dialogue or incidents in a story or drama contribute to the action, reveal aspects of a character, or cause a character to make a decision.</p> <p>I can identify the connections a text makes among individuals, ideas, and events.</p> <p>I can analyze how a text uses comparisons and analogies to connect individuals, ideas, and events.</p> <p>I can analyze connections and the distinctions a text makes between individuals, ideas, and events.</p>	<p>How can I determine what a character is like in a story or text?</p>	<p>Short Stories (<i>Note: These are used again in unit 2.</i>) <i>American Eyes: New Asian-American Short Stories for Young Adults</i> (Lori Carlson)</p> <p><i>America Street: A Multicultural Anthology of Stories</i> (Anne Mazer) <i>Join In: Multiethnic Short Stories</i> (Donald R. Gallo)</p> <p><i>Raymond's Run</i> Toni Cade Bambara (Holt Adapted Reader 2<sup>nd</sup> course)</p> <p>Stories <i>The Great Fire</i> (Jim Murphy)</p> <p><i>KiKi Strike: Inside the Shadow City</i> (Kirsten Miller)</p> <p><i>All of the Above</i> (Shelley</p>

<p><b>8.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can determine the meanings of words and phrases as they are used in a text including figurative language, literal language, denotative and connotative meanings.</p> <p>I can analyze and understand how an author’s specific word choice affects the meaning and tone of a text.</p> <p>I can define and locate examples of analogies and allusions in a text.</p>	<p>How can I interpret words and phrases that are used in the text?</p>	<p>Pearsall)</p> <p><i>A Long Way from Chicago: A Novel in Stories</i> (Richard Peck) [easy to read]</p> <p><i>Bag in the Wind</i> (Ted Kooser and Barry Root) (easier)</p> <p><i>The King of Dragons</i> (Carol Fenner) (easier)</p> <p><i>The 11:59</i>: Patricia McKissak (Holt Multicultural Reader Introductory course)</p> <p><i>Names/Nombres</i> Julia Alvarez (The Holt Reader First course)</p> <p><i>Broken Chain</i> Gary Soto Holt Adapted Reader 2<sup>nd</sup> Course</p>
<p><b>8.RL.CS.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can understand and describe how an author has chosen to structure a text and order events within it.</p> <p>I can compare and contrast the structure of two or more texts.</p> <p>I can analyze how the differing structure of two texts contributes to their separate meanings and styles.</p> <p>I can infer why an author</p>	<p>How can I use evidence to compare and contrast literary texts and information texts?</p>	<p><i>A Writer Observes</i>; Walter Dean Myers (Holt Adapted Reader 2<sup>nd</sup> course)</p> <p>Informational Text <i>The Building of Manhattan</i> (Donald Mackay)</p> <p><i>Skyscraper</i> (Lynn Curlee)</p> <p><i>The New York Subways</i> (Great Building Featsseries) (Lesley DuTemple)</p>

<p><b>8.RI.CS.5</b> Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.</p>		<p>chose to present his/her text using a particular structure.</p>		<p><i>New York</i> (This Land is Your Land series) (Ann Heinrichs)</p> <p><i>September 11, 2001: Attack on New York City: Interviews and Accounts</i> (Wilborn Hampton)</p> <p><i>September 11, 2001</i> (Cornerstones of Freedom, Second Series) (Andrew Santella)</p> <p>"The Evolution of the Grocery Bag" (<i>American Scholar</i> Magazine, Autumn 2003) (Henry Petroski)</p>
<p><b>8.RL.CS.6</b> Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.</p> <p><b>8.RI.CS.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can define point of view.</p> <p>I can explain how differences in the points of view of a character and the audience (reader) of a text can create effects like suspense or humor.</p> <p>I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.</p>	<p>How can I explain how an author develops point of view or purpose in a text?</p>	<p><i>America's Top 10 Cities</i> (Jenny E. Tesar)</p> <p><i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> (Jim Murphy)</p> <p>Rural Settings in North America: It happened in the country Recommended Pacing: 5 weeks (What does a rural setting contribute to literature? How as rural America shaped American culture?) RL.8.5; RI.8.2; RI.8.7; W.8.1; SL.8.1; SL.8.1 (c); SL.8.1 (d); L.8.4 RL.8.4; RL 8.7; RI.8.8; W.8.4;</p>

				W.8.5; W.8.6; W. 8.7  Stories <i>Rural United States</i> <i>Travels with Charley: In Search of America</i> (John Steinbeck)
<p><b>7.RI.IKI.7</b> Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.</p> <p><b>7.RL.IKI.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can analyze how a film or live production of a story compares to the original story.</p> <p>I can analyze how an actor’s or director’s portrayal of a character compares to the author’s portrayal.</p> <p>I can analyze how various techniques used in a film or live production of a story or drama and how they can add to or change the experience of the audience.</p>	<p>How can I become a strategic reader?</p>	<p><i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> (Elizabeth Partridge)</p> <p><i>The Adventures of Tom Sawyer</i> (Mark Twain)</p> <p><i>Roll of Thunder, Hear My Cry</i> (Mildred D. Taylor)</p> <p><i>The Land</i> (Mildred D. Taylor)</p> <p><i>Shane</i> (Jack Schaefer)</p> <p><i>The Daybreakers</i> (The Sackett series) (Louis L'Amour)</p>
<p><b>8.RI.IKI.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can outline the argument and specific claims presented in a text, and evaluate the text’s effectiveness based on whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>I can recognize when a text presents irrelevant evidence, and can explain how I know.</p>	<p>How can I evaluate the claims of an argument or text and determine their importance?</p>	<p>Poems</p> <p>“The Railway Train” (Emily Dickinson)</p> <p>“Mending Wall” (Robert Frost)</p> <p><i>My America: A Poetry Atlas of the United States</i> (Lee Bennett Hopkins)</p> <p><i>You Hear Me?: Poems and Writing by Teenage Boys</i> (Betsy Franco)</p>

<p><b>8.RI.IKI.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>8.RL.IKI.9</b> Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can compare texts addressing similar topics, ideas, or themes but written in different genres.</p> <p>I can compare and contrast main ideas or information from one author versus another.</p> <p>I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p>	<p>How can I use strategies to analyze information or themes that are presented in different genres or by different authors?</p>	<p>Short Stories (<i>Note: These were also used in unit 1.</i>)</p> <p><i>American Eyes: New Asian-American Short Stories for Young Adults</i> (Lori Carlson)</p> <p><i>America Street: A Multicultural Anthology of Stories</i> (Anne Mazer)</p> <p><i>Join In: Multiethnic Short Stories</i> (Donald R. Gallo)</p> <p><i>The Circuit</i> Fransisco Jimenez (Holt Adapted Reader 2<sup>nd</sup> course)</p> <p><i>Scholarship Jacket</i>; Marta Salinas (Holt Multicultural Reader 2<sup>nd</sup> course)</p>
<p><b>8.W.TTP.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s).</li> <li>Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).</li> <li>organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons.</li> <li>Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>Craft an effective and relevant conclusion that supports the argument presented.</li> </ol>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>I can develop claims fairly, supplying evidence while pointing out the strengths in a manner that anticipates my audience’s knowledge level and concerns.</p>	<p>How can I create an argument and find evidence to support it?</p>	<p>Picture Books (Introductory Material) <i>A Mountain Alphabet</i> (Margriet Ruurs)</p> <p><i>B is for Big Sky Country: A Montana Alphabet</i> (Sneed B. Collard, III and Joanna Yardley)</p> <p><i>P is for Piñata: A Mexico Alphabet</i> (Tony Johnston)</p> <p>INFORMATIONAL TEXTS <i>Rural United States</i> <i>The Alamo</i> (Cornerstones of Freedom, Second Series)</p>

<p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>I. Establish and maintain a formal style.</p>				<p>(Tom McGowen)</p> <p><i>African-Americans in the Old West</i> (Cornerstones of Freedom series) (Tom McGowen)</p> <p><i>Trail of Tears</i> (Cornerstones of Freedom series) (R. Conrad Stein)</p> <p><i>Wild Horses I Have Known</i> (Hope Ryden)</p> <p><i>Wildflowers Around the Year</i> (Hope Ryden)</p>
<p><b>8.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can plan my essay based upon my topic, determine important ideas, and organize my writing.</p> <p>I can introduce a topic clearly and develop it with relevant facts, definitions, concrete details, quotations, and examples</p> <p>I can provide a concluding statement or section that supports the information or explanation presented.</p>	<p>How can I plan an essay that develops my ideas, and has evidence that supports them?</p>	<hr/> <p>Writing Resources:  Transitional Words and Cues:  <a href="http://www.studygs.net/wrts_tr6.htm">http://www.studygs.net/wrts_tr6.htm</a></p> <p>Teaching Constructed Response to ELs  <a href="http://esl-methods.wikispaces.com/Constructed+Response">http://esl-methods.wikispaces.com/Constructed+Response</a></p> <p>Using Sentence Frames:  <a href="http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm">http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm</a></p> <p>Sentence Frame posters:  <a href="http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm">http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm</a></p>

<p>h. Use precise language and domain-specific vocabulary.  i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.</p>				<p>Excellent website for a variety of writing strategies:  <a href="http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf">http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf</a></p>
<p><b>6.W.TTP.3</b> Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>1. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.</li> <li>2. Organize an event sequence that unfolds naturally and logically.</li> <li>3. Create a smooth progression of experiences or events.</li> <li>4. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>5. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts,</li> </ol>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can write a variety of responses to literature, poetry and informational text.</p> <p>I can write a narrative.</p>	<p>How can I use tone, point of view, and vocabulary to write a narrative and establish the narrator?</p>	<p>Note taking strategies”  <a href="http://www.smekenseducation.com/the-secret-spill.html">http://www.smekenseducation.com/the-secret-spill.html</a></p> <p>Internet Resource:  Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme (ReadWriteThink)</p> <p>Critical Media Literacy: Commercial Advertising (ReadWriteThink) (RI.8.8)</p> <p>Internalization of Vocabulary Through the Use of a Word Map (ReadWriteThink) (RL.7.4, RI.7.4)</p> <p>Improve Comprehension: A Word Game Using Root Words and Affixes (ReadWriteThink) (RL.7.4, RI.7.4)</p> <p>Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary (ReadWriteThink) (RL.7.4, RI.7.4)</p>

<p>and show the relationships among experiences and events.</p> <p>6. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>7. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>				<p>You Can't Spell the Word Prefix Without a Prefix (ReadWriteThink) (RL.7.4, RI.7.4)</p> <p><a href="http://carl-sandburg.com/chicago.htm">http://carl-sandburg.com/chicago.htm</a></p> <p>Advertising (ReadWriteThink) (RI.8.8)</p> <p>Cowboys (Discovery Channel, Discovery Education Lesson Plans Library) (RL.8.5)</p> <p>Robert Frost reads "Mending Wall"</p>
<p><b>8.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can develop my writing and organize my writing according to the purpose of my text.</p> <p>I can understand my task, purpose, and audience when I write.</p> <p>I can match the development, organization, and style of my writing to my task, audience, and purpose.</p>	<p>How can I develop my style of writing?</p>	

<p><b>5.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. command of Language standards 1–3 up to and including grade 5.)</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can revise my writing.</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>How can I decide on appropriate changes to my writing that will help improve it?</p>	
<p><b>8.W.PDW.6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can use technology to improve my writing.</p>	<p>How will the technologies available to me help me with my writing?</p>	
<p><b>8.W.RBPK.7</b> Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can define a problem, formulate questions, and refine a problem and/or question.</p> <p>I can locate and evaluate resources.</p> <p>I can conduct short research projects to answer a question I have or one that is assigned to me. [W.8.7]</p> <p>I can draw on several sources when conducting</p>	<p>How do I conduct research?</p> <p>How can I determine the best questions for conducting my research?</p>	

		research and formulate new questions based on my research.		
<b>8.W.RBPK.8</b> Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	I can locate and evaluate resources.  I can take purposeful notes and annotate while reading.	How do I determine what information is relevant to my research?	<hr/> Parts of Speech Brian P. Cleary’s books <i>(Hairy, Scary, Ordinary, what is an Adjective?)</i>
<b>8.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	<b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	I can use literary and informational text to support my research.  I can apply the analytical and reflective skills I use when I read to my writing	How do I determine what information is relevant to my research?	

<p><b>8.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>ELD Standard 2</b> –English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can write routinely over shorter time frames for a range of tasks, purposes, and audiences.</p> <p>I can write routinely over extended time frames for a range of tasks, purposes, and audiences</p>		
<p><b>8.SL.CC.1</b> Prepare for collaborative discussions on 8<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can reflect upon my reading.</p> <p>I can take purposeful notes to prepare for discussion and use a variety of note taking techniques.</p> <p>I can identify the main idea under discussion and ask a variety of questions to further my understanding of those ideas.</p>	<p>Why is important that I reflect upon what I read and hear?</p> <p>What kinds of questions can I ask during reading and discussions that will help me understand and contribute to the discussion?</p>	
<p><b>8.SL.CC.1</b> Prepare for collaborative discussions on 8<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can present my research to the class.</p> <p>I can prepare for and participate in a range of conversations and collaborations.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	

<p><b>8.SL.CC.2</b> Analyze the purpose of its presentation.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can apply a variety of skills (compare, summarize, draw conclusions, etc.) to synthesize important ideas in texts and non-print texts.</p>	<p>How can I determine which strategy or skill I will apply to help me synthesize what I have read or heard?</p>	
<p><b>8.SL.CC.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can determine an author's point of view or purpose in a text or when they are speaking.</p> <p>I can listen critically to determine a speaker's argument and claims.</p> <p>I can identify misleading reasoning or evidence that is irrelevant to the purpose of an argument or presentation.</p>	<p>How can I determine which strategy or skill I will apply to help me synthesize what I have read or heard?</p>	
<p><b>8.SL.PKI.4</b> Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact,</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can speak effectively and change my language for my audience.</p> <p>I can speak logically and support my claims with evidence.</p> <p>I can engage listeners with eye contact, adequate volume, and clear pronunciation.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	

<p>adequate volume, and clear pronunciation.</p>				
<p><b>5.SL.PKI.5</b> Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes</p>	<p><b>ELD Standard 2</b> –English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can select or create multimedia and visual displays that enhance or clarify my ideas.</p>	<p>How can I use digital media and visual displays to express information or express my ideas?</p>	
<p><b>8.SL.PKI.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can speak effectively and change my language for my audience.</p> <p>I can speak logically and support my claims with evidence.</p>	<p>How do I prepare myself for class discussions and to make presentations?</p>	
<p><b>8.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p>When reading or listening, analyze the use of phrases and clauses within a larger text.</p> <p>When reading or listening,</p>	<p><b>ELD Standard 2</b> – English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can use proper grammar when I write and speak in front of the class.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	

<p>explain the function of verbs.</p> <p>When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.</p> <p>When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.</p> <p>When writing or speaking, produce and use varied voice and mood of verbs.</p>				
<p><b>8.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can apply an understanding of the how to use punctuation.</p> <p>I can strengthen my writing when I edit.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	

<p><b>8.L.KL.3</b> When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can apply and understanding of audience when I write and speak.</p> <p>I can revise my writing looking for patterns of style and interest.</p>	<p>Why is it important that I understand the conventions of Standard English when I speak and write?</p>	
<p><b>8.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or phrase.</p> <p><b>c.</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p><b>d.</b> Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can apply an understanding of the various types of context clues to determine words or phrases.</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	

<p><b>8.L.VAU.5</b> When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can apply my knowledge of figurative language to help me understand what I hear and read.</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	
<p><b>8.RL.IKI.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.</p>	<p><b>ELD Standard 2 –</b> English Language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I can apply a variety of skills and strategies to effectively identify and use new vocabulary in my speech and writing</p>	<p>How can I determine the meaning of unknown words or phrases?</p>	

**Figure A: The English Language Development Standards**

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

