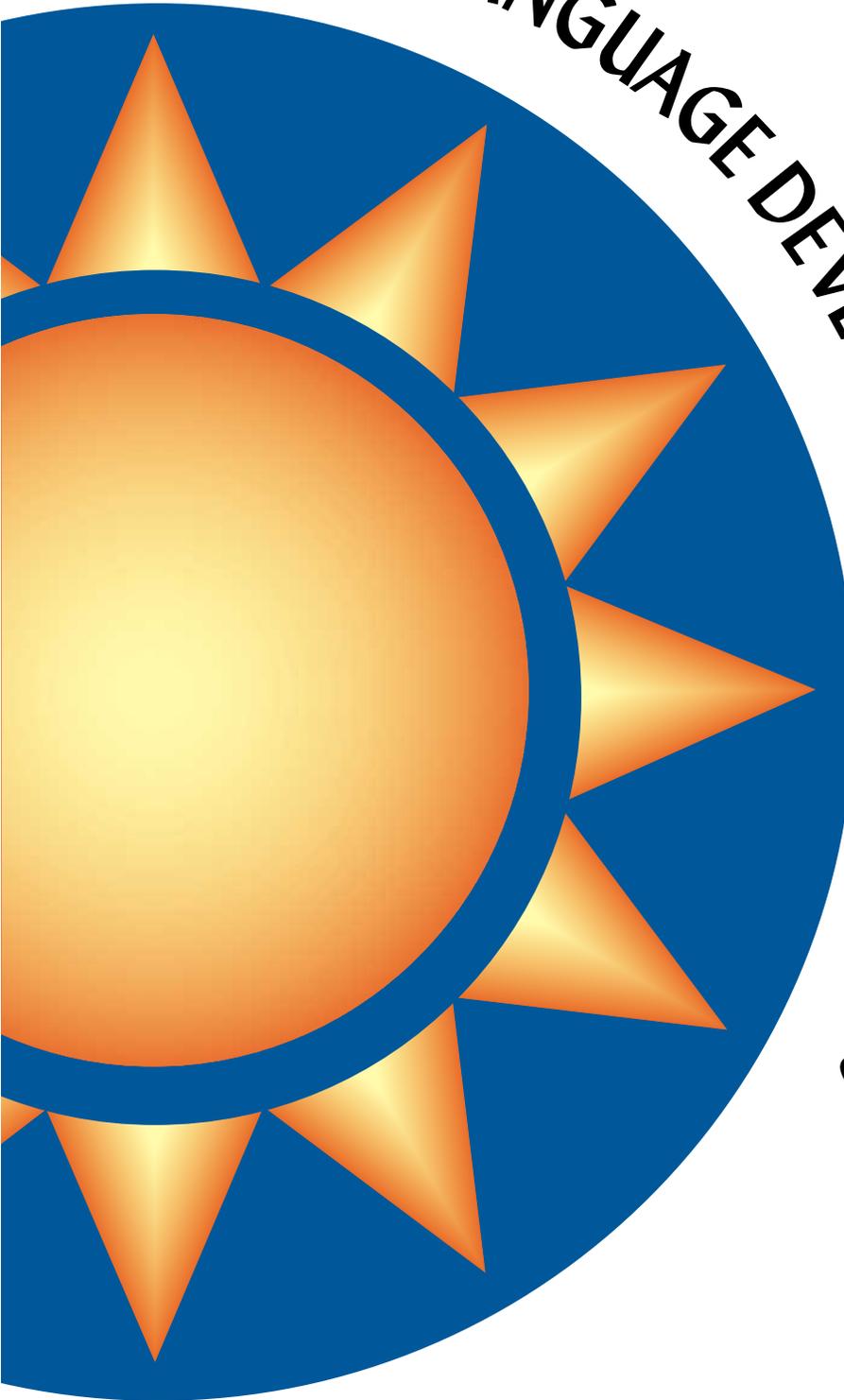


Grade 6-Grade 8



ENGLISH LANGUAGE DEVELOPMENT STANDARDS



San Diego City Schools
Office of Instructional Support
Biliteracy and English Learner Support Department

SAN DIEGO CITY SCHOOLS
Office of Instructional Support
Biliteracy and English Learner Support Department

English Language Development Standards Grades 6-8

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Introduction

The English Language Development Standards for San Diego City Schools represent the California English Language Development Standards, and are fully aligned with the English Language Arts Content Standards for California Public Schools. Standards are provided for each grade level in the areas of reading, writing, and listening and speaking.

The ELD Standards call out pathways through five levels of English proficiency, from beginning to advanced. The design of the document reflects a fundamental premise of the ELD Standards: teachers hold all students to grade-level English Language Arts Standards regardless of proficiency level, and use the ELD Standards as instructional scaffolds and interim goals to monitor individual progress. English Language Arts Content Standards appear at the top of the page, while the five levels of English proficiency appear below. Each proficiency level lists ELD Standards that serve as a roadmap leading toward the achievement of the ELA Content Standards at the top of the page.

Each proficiency level assumes that all prior proficiency levels have been attained, including those from earlier grade levels. For those students who experience difficulty with the ELD standards at their grade level, instruction on standards from prior grade levels may be necessary. This is especially true for students who have limited literacy skills in their native language. Depending on previous schooling, students may need instruction on Newcomer standards, and the phonemic awareness, concepts of print, and decoding skills found in the Reading Standards for Grade 1.

Note that the ELD Standards are bulleted (•), and the English Language Arts Content Standards are numbered. When English Language Arts Content Standards appear in parenthesis (2.1), consult the California Department of Education website at www.cde.ca.gov for the full text of the standards. The advanced proficiency section frequently includes grade-level specific English Language Arts Content Standards. This is because students at the advanced level of English proficiency are considered proficient in English, and are expected to meet the English Language Arts Content Standards for their grade level. In cases where it is clear that a particular language arts standard can be met before students reach the advanced level, the standard appears at an earlier proficiency level.

Nearly four out of every ten students enrolled in San Diego elementary schools are learning English as their second language. The standards in this document have been designed to encourage the highest achievement for all of these students. Teachers and "[a]dministrators must...work very hard to deliver the appropriate support that English language learners will need to meet the standards."¹

¹*English-Language Arts Content Standards for California Public Schools, Introduction*

GRADES 6–8 Newcomer

Word Analysis, Fluency, and Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development, Decoding & Word Recognition:

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 Development Standards

- | | |
|----------|--|
| Newcomer | <ul style="list-style-type: none">• Identify the front cover, back cover, and title page of a book.• Follow along as the teacher reads, from left to right and from top to bottom, on the printed page.• Match oral words to printed words.• Identify letters, words, and sentences.• Recognize and name all uppercase and lowercase letters of the alphabet.• Identify the title and author of a reading selection.• Recognize simple words in familiar stories or games.• Read a few simple one-syllable and high frequency words.• Understand that as letters of words change, so do the sounds.• Identify and sort common words in basic categories (e.g., colors, shapes, foods, animals). |
|----------|--|

GRADES 6–8 Newcomer

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension

Structural Features of Informational Material, Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique:

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 Development Standards

- | | |
|----------|---|
| Newcomer | <ul style="list-style-type: none">• Draw and label pictures related to a story or topic.• Identify the basic sequence of events in stories read to them, using pictures or key words.• Respond to texts read to them using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).• Understand familiar environmental print from school/neighborhood/community.• Draw pictures from student's own experience related to a story or topic from a content area. |
|----------|---|

GRADES 6–8 Newcomer

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

3.0 Literary Response and Analysis

Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, Literary Criticism: 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 Development Standards

- | | |
|----------|---|
| Newcomer | <ul style="list-style-type: none">• Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.• Know what an author does and what an illustrator does.• Draw pictures related to a work of literature identifying setting, major characters, and important events.• Identify types of everyday print materials (e.g., stories, poems, newspapers, signs). |
|----------|---|

GRADES 6–8 Newcomer

Writing Strategies and Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Writing Strategies

Organization and Focus, Research and Technology, Evaluation and Revision:

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications

Students write narrative, expository, persuasive, and descriptive texts 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.

1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation and Capitalization, Spelling:

Students write and speak with a command of standard English conventions appropriate to each grade level.

English Language Development Standards

Newcomer

- Copy the English alphabet and numerals legibly.
- Copy words posted and commonly used in the classroom.
- Copy the date in standard form.
- Write a few words or phrases about an experience generated from a group story.
- Write captions of words or phrases for drawings related to a story or own experience.
- Write by moving from left to right and from top to bottom.
- Print legibly and space letters, words, and sentences appropriately.
- Use phonetically-spelled words (e.g., common word families or rhymes, such as *at, it, an*) to write about familiar people, stories, events, etc.
- Write consonant-vowel-consonant words (the alphabetic principle).
- Write independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- Capitalize the first letter when writing own name.
- Use a period at the end of a sentence.

GRADES 6–8 Newcomer

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communications, Analysis and Evaluation of Oral and Media Communications:

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 communications.

2.0 Speaking Applications

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.

English Language Development Standards

- | | |
|----------|--|
| Newcomer | <ul style="list-style-type: none">• Give personal information such as own first name, last name, and age.• Independently use common social greetings and simple repetitive phrases (e.g., "Thank you," "please.>").• Understand and follow simple one-step directions for classroom-related activities.• Understand the names of common school locations and school personnel.• Answer simple questions with one- or two-word responses.• Produce simple vocabulary (single words and short phrases) to communicate needs in social and academic settings (e.g., names of familiar school locations and personnel, classroom objects, simple questioning).• Recite short poems or rhymes.• Understand and use basic vocabulary to describe size, shape, and color. |
|----------|--|

GRADE 6

Word Analysis, Fluency, & Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition, Vocabulary & Concept Development:

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 Development Standards

- Advanced
- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (1.3)
 - Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. (1.3)

Grade 6 ELA Reading Standards

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- 1.2 Identify and interpret figurative language (e.g., “shine like a star,” “let the cat out of the bag”), and words with multiple meanings.
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 1.5 Understand and explain “shades of meaning” in related words (e.g., *softly/ quietly, tell/direct* or *command*).

Early
Advanced

- Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
- Understand common word relationships, such as roots and affixes.
- Distinguish between cognates and false cognates in literature and texts in content areas.
- Use multiple strategies (e.g., knowledge of context, standard dictionary) to determine meanings of unknown words, including idioms and words with multiple meanings.
- Use decoding skills and knowledge of academic and social vocabulary to independently read grade-level-appropriate texts.
- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.
- Recognize and understand common idioms, analogies, similes, and metaphors in literature and texts in content areas.
- Recognize words that may have multiple meanings and apply this knowledge to literature and texts in content areas.

GRADE 6

Word Analysis, Fluency, and Vocabulary Development

Intermediate	<ul style="list-style-type: none">• Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.• Use knowledge of English morphemes, phonics, and syntax to decode written texts.• Identify cognates and false cognates in literature and content-area texts (e.g., cognates, <i>agonía: agony</i>; false cognates, <i>éxito: exit</i>).• Use a standard dictionary to determine meanings of unknown words.• Use decoding skills and knowledge of academic and social vocabulary to read increasingly complex texts independently.• Read simple narrative and expository text aloud with appropriate pacing, intonation, and expression.• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.• Recognize simple idioms (e.g., “take a fall”), analogies, figures of speech, and metaphors in literature and texts in content areas.• Recognize words that may have multiple meanings.
Early Intermediate	<ul style="list-style-type: none">• Recognize and correctly pronounce most English phonemes while reading aloud.• Comprehend common English morphemes in oral and silent reading.• Recognize obvious cognates in phrases, simple sentences, literature, and content-area texts (e.g., <i>educación: education</i>; <i>delicioso: delicious</i>).• Use a standard dictionary to find the meaning of known vocabulary.• Use decoding skills and knowledge of social and academic vocabulary to read simple paragraphs and passages independently.• Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting a few errors when speaking or reading aloud.
Beginning	<ul style="list-style-type: none">• Produce most English phonemes comprehensibly when reading aloud own writing, simple sentences, or texts.• Recognize most common English morphemes in phrases and simple sentences.• Create a simple dictionary of words frequently used by the student.• Respond with appropriate short phrases or sentences in a variety of academic settings (e.g., ask or answer simple questions).• Read aloud simple words presented in literature and content-area texts; demonstrate comprehension by using one or two words or simple sentence responses.

GRADE 6

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Material, Comprehension, and Analysis of Grade-Level-Appropriate Text, Expository Critique:

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 Development Standards

Advanced

- Identify and describe instances of persuasion, unsupported assertions, and propaganda. (2.8)

Grade 6 ELA Reading Comprehension Standards

- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries or reports.
- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.

Early Advanced

- Use strategies of note taking, outlining, and summarizing to derive meaning from informational materials, literature, and content-area texts.
- Use resources in the text (quotes, illustrations, diagrams, etc.) to make predictions about and draw inferences from text read.
- Identify and distinguish between instances of supported and unsupported assertions.
- Recognize and describe commonly used persuasive techniques.

Grade 6 ELA Reading Comprehension Standards

- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.
- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Intermediate

- Read and use detailed sentences to respond to literature, content-area texts, informational materials, and popular media, by answering more complex comprehension questions.
- Read and use detailed sentences to explain the main ideas and details in literature, content-area texts, informational materials, and popular media.
- Keep notes and use other organizational strategies to aid in recall and understanding of information from literature and content-area texts.
- Use the main ideas in written texts to make predictions and draw inferences, and provide supporting details for predictions and inferences made.
- Identify the author's conclusions and the evidence used to support the conclusions.
- Use detailed sentences to identify and describe instances of fact and opinion in texts.
- Use detailed sentences to identify and describe instances of compare-and-contrast patterns in texts.
- Use detailed sentences to identify and describe instances of cause-and-effect in texts.
- Make connections between new information, prior knowledge, and related topics.

Grade 6 ELA Reading Comprehension Standards

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.5 Follow multi-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Grade 6
Reading Comprehension

Early
Intermediate

- Read and use simple sentences to respond to literature, content-area texts, informational materials, and popular media by answering factual questions.
- Read and use simple sentences to identify main ideas and details in literature, content-area texts, informational materials, and popular media.
- Use keywords and phrases to record significant facts from simple texts.
- Use the main ideas in written text to make predictions about the text.
- Understand that text may reflect the author's point of view.
- Use simple sentences to distinguish between fact and opinion in texts.
- Use key words and phrases to identify examples of the compare-and-contrast patterns in texts.
- Use key words and phrases to identify examples of cause-and-effect in texts.
- Locate and describe categories of popular media and commonly used informational materials.
- Use keywords and phrases to identify the structural features of popular media and commonly used informational materials.
- Use simple sentences to relate new information to prior knowledge and experience.
- Identify and follow some multi-step directions for simple basic forms and applications.

Beginning

- Read and use key words or phrases to respond to simple text by answering factual comprehension questions.
- Use key words or phrases to identify main ideas and some details of familiar texts.
- Use key words or phrases to identify examples of fact and opinion in simple texts.
- Use pictures, lists, charts, and tables to identify the factual elements in compare-and-contrast patterns in simple texts.
- Use pictures, lists, charts, and tables to identify examples of cause-and-effect in simple texts.
- Recognize and name some categories of popular media and commonly used informational materials (e.g., newspaper, brochures).
- Use pictures, lists, charts, and tables to identify the basic features of familiar popular media.
- Point out text features such as title, table of contents, and chapter headings.
- Use key words and phrases to identify relationships between simple text read to them and their own experiences.
- Understand and follow simple multi-step oral directions for classroom or work-related activities.

GRADE 6

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

3.0 Literary Response and Analysis

Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, Literary Criticism:

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 Development Standards

Advanced

- Analyze the believability of the plot, its resolution, and the actions and qualities of the characters. (3.2; 3.8)
- Explain the effects of literary devices (e.g., figurative language, imagery, and symbolism) in fiction, nonfiction, and poetry. (3.4; 3.7)

Grade 6 ELA Literary Response and Analysis Standards

3.3 Analyze the influence of setting on the problem and its resolution.

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

Early

Advanced

- Describe the plot in detail, including the conflict and resolution.
- Describe the characters in detail, including motivations and reactions to conflict.
- Analyze the qualities of one or more characters from a literary work.
- Describe the setting in detail.
- Recognize and describe themes stated directly or implied in texts.
- Describe more complex literary devices such as symbolism, imagery, and metaphor.

Grade 6 ELA Literary Response and Analysis Standards

3.1 Identify the forms of fiction and describe the major characteristics of each form (e.g., short story, essay, novel, lyric, ballad, epic).

Intermediate

- Identify and describe the major characteristics of different forms of fiction and poetry.
- Respond to more complex comprehension questions taken from various forms of fiction (e.g., short story, novel, essay, poetry).
- Use detailed sentences (expanded vocabulary, descriptive words, and paraphrasing) to respond to literary texts, including responses to plot, characterization, setting, and theme.
- Describe characters by identifying their thoughts and actions.
- Recognize and describe themes stated directly in literary texts.
- Identify and describe simple literary devices such as figurative language and hyperbole.

Grade 6 ELA Literary Response and Analysis Standards

3.5 Identify the speaker and recognize the difference between first- and third person narration (e.g., autobiography compared with biography).

GRADE 6

Literary Response and Analysis

Early Intermediate	<ul style="list-style-type: none">• Use simple sentences to describe the major characteristics of several different forms of fiction and poetry.• Respond to brief literary texts by answering factual comprehension questions using simple sentences.• Use simple sentences to identify the main events of the plot.• Use simple sentences to describe the setting and major characters in a text.• Recognize and name simple literary devices such as similes, rhythm, and personification.• Identify the difference between first and third person narrative.
Beginning	<ul style="list-style-type: none">• Use pictures, lists, charts, and tables to identify the distinguishing characteristics of three different forms of literature (e.g., fiction, non-fiction, poetry).• Respond to simple literary texts by answering factual comprehension questions using one- or two-word responses.• Use pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.• Identify the setting and major characters in simple literary texts using key words or phrases.• Recite simple poems.

GRADE 6

Writing Strategies and Applications

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Writing Strategies

Organization and Focus, Research and Technology, Evaluation and Revision:

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts 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.

English Language Development Standards

Advanced

- Write responses to literature that exhibit careful reading, and develop interpretations that are supported through sustained use of examples and textual evidence. (2.4)
- Write narratives that include a coherent plot, a setting, characterization, sensory details, and a range of narrative devices (e.g., dialogue, suspense). (2.1)
- Write research reports that support the main idea(s), using information from multiple sources, and give credit in a bibliography. (2.3)
- Write well-organized expository compositions that develop a clear topic, engage the interest of the reader, and conclude with a summary. (1.2; 2.2)
- Pose relevant questions with a scope narrow enough to be thoroughly covered. (2.3)

Grade 6 ELA Writing Strategies and Applications Standards

- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climatic order.
- 2.5 Write persuasive compositions:
 - a. State a clear position on a proposition or proposal.
 - b. Support the position with organized and relevant evidence.
 - c. Anticipate and address reader concerns and counter-arguments.

Early Advanced

- Write responses to literature that exhibit careful reading, develop interpretations, and support the interpretations with evidence from the text.
- Write in different narrative formats (e.g., short stories, autobiographies), including plot development, characterization, sensory details, and one or more narrative devices.
- Write research reports that include relevant questions, main idea(s) that are supported with information from multiple sources, and a bibliography.
- Write persuasive compositions that state a clear position, describe organized points of support, and address one or more possible counter-arguments.
- Write expository compositions that develop a topic, follow an appropriate organizational pattern, and conclude with a summary.
- Use appropriate organizational patterns, language variations, and effective transitions when writing for language arts and other content areas.

Grade 6 ELA Writing Strategies and Applications Standards

- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

GRADE 6
Writing Strategies and Applications

- Intermediate
- Write responses to literature that exhibit understanding of the text, and include some reasonable interpretations.
 - Write narratives and short stories that include a sequence of events, a setting, sensory details, and the use of dialogue.
 - Research a topic in a content area and develop an organized report with source citations.
 - Write a persuasive composition that includes a clear topic, organized evidence, and a summary.
 - Write expository compositions (e.g., description, explanation, compare and contrast, problem/solution).
 - Use more complex vocabulary and sentences, and effective transitions between sentences when writing for language arts and other content areas (e.g., math, science, history/social science).
 - Revise writing for appropriate word choice and effective use of transitions, and to clarify meaning.

Grade 6 ELA Writing Strategies and Applications Standards

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

- Early Intermediate
- Write brief responses to literature that demonstrate factual understanding of the text.
 - Write brief narratives that include a sequence of events, a setting, and some descriptive details.
 - Collect information and take notes from a variety of sources (e.g., dictionary, library books, research materials).
 - Write simple multi-paragraph compositions to express personal preference or opinion on a topic or issue, and include some supporting evidence.
 - Write brief expository compositions, such as descriptions, compare and contrast, and problem/solution.
 - Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).
 - Revise writing to improve word choice.
 - Recognize commonly used forms of writing and use key words and phrases to identify the purpose of each form.
 - Complete simple career-related documents (e.g., bank forms, job applications).
 - Provide clear sequence of instructions for a multi-step procedure.

- Beginning
- Use a variety of methods to respond to literature (e.g., models, graphic organizers, story frames, dictation).
 - Use a few standard grammatical forms to write brief narratives that include a sequence of events.
 - Organize and record expository information on pictures, lists, charts, and tables.
 - Compose simple sentences to express personal preference on a familiar topic (e.g., *"I like...because..."*).
 - Use a few standard grammatical forms to write simple descriptions.
 - Write simple sentences on familiar topics from language arts and other content areas.
 - Revise writing for basic sentence structure.
 - Complete basic business forms that require information such as name, address, and telephone number.
 - Narrate the steps of a simple multi-step procedure (e.g., First..., second..., third...).

GRADE 6

Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write with a command of standard English conventions appropriate to this grade level.

English Language Development Standards

Advanced

- Edit writing for the conventions and grammatical forms of standard English.

Grade 6 ELA Written English Language Conventions Standards

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- 1.2 Identify and properly use indefinite pronouns and present perfect verb tenses; ensure that verbs agree with compound subjects.
- 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Early

Advanced

- Create coherent paragraphs that include the use of effective transitions.
- Edit writing for grade-appropriate conventions (e.g., punctuation, capitalization, spelling), and grammatical structures to approximate standard English.

Grade 6 ELA Written English Language Conventions Standards

- 1.4 Use correct capitalization.
- 1.5 Spell frequently misspelled words correctly (e.g., *their/they're/there*).

Intermediate

- Create clear, well-organized paragraphs.
- Edit writing to correct most grade-appropriate conventions (e.g., punctuation, capitalization, spelling) and grammatical structures.

Early

Intermediate

- Create sentences and short paragraphs using basic grammatical structures, including the use of clauses.
- Edit writing for basic conventions (e.g., punctuation, capitalization, spelling).

Beginning

- Identify basic vocabulary, mechanics, and structures in a piece of writing.
- Edit writing for proper use of final punctuation.
- Edit writing for capitalization of proper nouns, the word "I", and the first word in a sentence.

GRADE 6

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communication, Analysis and Evaluation of Oral and Media Communications:

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.

2.0 Speaking Applications (Genres and Their Characteristics)

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.

English Language Development Standards

Advanced

- Speak clearly and comprehensibly, using standard English grammatical forms, sounds, intonation, pitch, and modulation.
- Negotiate and initiate social and academic conversations by questioning, restating and soliciting information, and paraphrasing.
- Listen attentively to grade-appropriate stories and information on new topics across subject areas, and identify the main points and supporting details. (1.2)
- Prepare and deliver presentations/reports across content areas including narrative, informative, persuasive, problem solving, and a response to literature. (2.1; 2.2; 2.3; 2.4; 2.5)
- Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately. (1.2; 1.8)
- Consistently use appropriate ways of speaking that vary based on purpose, audience, and subject matter. (1.4; 1.5; 1.6; 1.7)

Grade 6 ELA Listening and Speaking Standards

- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

Early Advanced

- Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
- Actively participate and initiate extended social and academic conversations with peers and adults on unfamiliar topics by asking and answering questions, and restating and soliciting information.
- Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify and explain the main points and supporting details.
- Respond to messages by challenging statements or offering examples that affirm the message.
- Prepare and deliver well-organized presentations for a variety of purposes using information obtained from multiple sources.
- Retell stories in greater detail, including characters, setting, plot, and interpretation.
- 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*).
- Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
- Identify persuasive language devices used to influence thinking and behavior in advertising and entertainment
- Recite longer poems, formal addresses (e.g., a famous speech), and dialogue (e.g., conversations in a play or short story).

Grade 6 ELA Listening and Speaking Standard

- 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

Grade 6
Listening and Speaking

- Intermediate
- 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).
 - Actively participate in social and academic conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
 - Listen attentively to conversations, group discussions, oral presentations, information, and stories, and use detailed sentences to identify the key concepts and supporting details.
 - Respond to messages with a brief restatement of the message.
 - Prepare and deliver short presentations on ideas, premises, or images using information obtained from a variety of commonly used sources and reference materials.
 - Retell stories using expanded vocabulary, descriptive words, and paraphrasing.
 - Understand that appropriate ways of speaking may vary based on audience.
 - Identify the main ideas of a variety of media messages and give some supporting details (e.g., radio, television, movies).
 - Recite brief poems, brief sections of formal addresses (e.g., from a famous speech), and dialogue (e.g., conversations in a play or short story).

- Early Intermediate
- 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 [he/she]).
 - Ask and answer questions in social and academic settings using phrases and simple sentences.
 - Restate in simple sentences the main idea of oral presentations, and stories and subject matter content presented orally.
 - Prepare and deliver short oral presentations.
 - Retell simple stories using gestures, phrases, and short sentences.
 - Answer basic comprehension questions about various media presentations.
 - Orally communicate basic needs (e.g., "I need to borrow a pencil.").
 - Recite brief poems and dialogues (e.g., from a play).

Grade 6 ELA Listening and Speaking Standards

1.3 Restate and execute multiple-step oral instructions and directions.

- Beginning
- Begin to speak with a few words or sentences, using some English phonemes and rudimentary grammatical forms (e.g., single words or phrases).
 - Use key words and simple phrases to ask and answer questions in social and academic settings.
 - Demonstrate comprehension of oral presentations and instructions through the use of pointing, drawing, key words, and simple phrases.
 - Use pictures, charts, tables, key words, and phrases to orally retell simple stories.
 - Orally identify types of media by name (e.g., magazine, documentary film, news report).
 - Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. _____").
 - Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
 - Understand and follow simple oral, multi-step directions for classroom and work-related activities.
 - Recite a brief rhyme, song, or poem.

GRADE 7

Word Analysis, Fluency, and Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary & Concept Development:

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 Development Standards

Advanced

- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (1.2)
- Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.
- Read aloud grade-appropriate narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.
- Use appropriately words that have multiple meanings and apply this knowledge consistently to literature and texts in content areas.

Grade 7 ELA Word Analysis, Fluency, & Vocabulary Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry (e.g., Shine like a star; let the cat out of the bag).
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

Early Advanced

- Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
- Understand common word relationships, such as roots and affixes.
- Distinguish between cognates and false cognates in literature and texts in content areas.
- Use multiple strategies (e.g., knowledge of context, a standard dictionary) to determine meanings of unknown words, including idioms and words with multiple meanings.
- Use decoding skills and knowledge of academic and social vocabulary to independently read grade-level-appropriate texts.
- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.
- Recognize and understand common idioms, analogies, similes, and metaphors in literature and texts in content areas.
- Recognize words that may have multiple meanings and apply this knowledge to literature and texts in content areas.

GRADE 7

Word Analysis, Fluency, and Vocabulary Development

Intermediate	<ul style="list-style-type: none">• Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.• Use knowledge of English morphemes, phonics, and syntax to decode written texts.• Identify cognates and false cognates in literature and texts in content areas (e.g., cognates, <i>agonía/agony</i>; false cognates, <i>éxito/exit</i>).• Use a standard dictionary to determine meanings of unknown words.• Use decoding skills and knowledge of social and academic vocabulary to read increasingly complex texts independently.• Read simple narrative and expository text aloud with appropriate pacing, intonation, and expression.• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.• Recognize simple idioms (e.g., take a fall), analogies, figures of speech, and metaphors in literature and texts in content areas.• Recognize words that may have multiple meanings.
Early Intermediate	<ul style="list-style-type: none">• Recognize and correctly pronounce most English phonemes while reading aloud.• Comprehend common English morphemes in oral and silent reading.• Recognize obvious cognates in phrases, simple sentences, literature, and content-area texts (e.g., <i>educación/education</i>; <i>delicioso/delicious</i>).• Use a standard dictionary to find the meaning of known vocabulary.• Use decoding skills and knowledge of social and academic vocabulary to read simple paragraphs and passages independently.• Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting a few errors when speaking or reading aloud.
Beginning	<ul style="list-style-type: none">• Produce most English phonemes comprehensibly when reading aloud own writing, simple sentences, or texts.• Recognize most common English morphemes in phrases and simple sentences.• Create a simple dictionary of words frequently used by the student.• Respond with appropriate short phrases or sentences in a variety of academic settings (e.g., ask and answer simple questions).• Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words, and simple-sentence responses.

GRADE 7

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials, Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique:

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 Development Standards

Advanced

- Understand and analyze the differences among various categories of informational materials (e.g., textbooks, newspapers, instructional manuals). (2.1)
- Analyze evidence of persuasion, supported and unsupported assertions, and propaganda. (2.6)

Grade 7 ELA Reading Comprehension Standards

- 2.3 Analyze text that uses the cause-and-effect organizational pattern.
- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Early Advanced

- Identify and explain the main ideas and critical details in literary texts, content-area texts, and informational materials.
- Compare the differences in structure (e.g., format, graphics, sequence, diagrams, maps, illustrations, charts) and purpose between various categories of informational materials. (
- Identify and explain the use of the cause-and-effect organizational pattern in a variety of texts.
- Identify the development of an author's argument, point of view, or perspective in texts.
- Identify instances of persuasion, supported and unsupported inferences, and/or propaganda.
- Identify instances of bias and stereotyping. (2.6)

Intermediate

- Read and use detailed sentences to respond to literature, content-area texts, and informational materials by answering more complex comprehension questions.
- Read and use detailed sentences to explain the main ideas and details in literature, content-area texts, and informational materials.
- Identify and use detailed sentences to explain the structure and purpose of various categories of informational materials (e.g., textbooks, newspapers, signs).
- Use detailed sentences to identify and describe instances of fact and opinion in texts.
- Use detailed sentences to identify and describe instances of cause-and-effect in texts.
- Use detailed sentences to identify and describe instances of the compare-and-contrast pattern.
- Identify the important points of an author's argument or perspective.
- Identify the evidence used to support the author's conclusions.
- Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Grade 7 ELA Reading Comprehension Standards

- 2.2 Locate information by using a variety of consumer, workplace, and public documents.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.

GRADE 7
Reading Comprehension

Early
Intermediate

- Read and use simple sentences to respond to simple literature, content-area texts, and informational materials by answering factual comprehension questions.
- Read and use simple sentences to identify main ideas and details in literature, content-area texts, and informational materials.
- Locate and describe categories of familiar informational materials.
- Use key words and phrases to identify the major structural features of commonly used informational materials.
- Use simple sentences to distinguish between fact and opinion in texts.
- Use key words and phrases to identify examples of cause-and-effect in texts.
- Use key words and phrases to identify examples of the compare-and-contrast pattern in texts.
- Understand that text may reflect the author's point of view.
- Make connections between new information, prior knowledge, and related topics.
- Use lists, charts, and tables to record significant facts from consumer, workplace, and public documents.
- Identify and follow some multi-step directions for simple mechanical devices and basic forms.

Beginning

- Read and use key words or phrases to respond to simple texts by answering factual comprehension questions.
- Use key words and phrases to identify the main ideas and some details in familiar texts.
- Recognize and name major categories of commonly used informational materials (e.g., newspaper, brochure).
- Point out text features such as title, table of contents, and chapter headings.
- Use key words and phrases to identify examples of fact and opinion in simple texts.
- Use pictures, lists, charts, and tables to identify examples of cause-and-effect in simple texts.
- Use pictures, lists, charts, and tables to identify the factual elements of compare-and-contrast patterns in simple texts.
- Use key words and phrases to identify relationships between simple texts read to them and their own prior knowledge and experience.
- Recognize and name common consumer, workplace, and public documents (e.g., newspapers, magazines, textbooks, signs, contracts.)
- Understand and follow simple, multi-step directions of classroom or work-related activities.

GRADE 7

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

3.0 Literary Response and Analysis

Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, Literary Criticism: 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 Development Standards

Advanced

- Analyze elements of a plot, including its development, conflict, and resolution. (3.2)
- Analyze characters based on a variety of evidence (e.g., words and actions, the words and actions of other characters, the narrator's description). (3.3)

Grade 7 ELA Literary Response and Analysis Standards

- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

Early Advanced

- Locate incidents that advance the plot and explain how each incident leads to a future event.
- Describe the reasons and motivations for a character's actions.
- Recognize and describe themes stated directly or implied in the text.
- Compare and contrast a similar theme or topic across works (e.g., bravery, loyalty, friendship).
- Identify and describe more complex literary devices such as symbolism, imagery, and metaphor.
- Describe how the point of view in a narrative text affects the theme of the text.

Grade 7 ELA Literary Response and Analysis Standards

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Intermediate

- Recognize and describe the main characteristics and purposes of different forms of prose (e.g., short story, essay, novel).
- Read and respond to more complex comprehension questions taken from three forms of prose (e.g., short story, novel, essay).
- Use detailed sentences (expanded vocabulary, descriptive words, and paraphrasing) to respond to literary texts, including responses to plot, characterization, setting, and theme.
- Identify and distinguish between the major and minor events of the plot.
- Describe characters by identifying their thoughts and actions.
- Recognize and describe themes stated directly in the text.
- Describe a similar theme across two or more works.
- Identify and describe simple literary devices such as figurative language and hyperbole.
- Recognize and explain the difference between first person and omniscient point of view in narrative texts.

GRADE 7

Literary Response and Analysis

Early
Intermediate

- Use simple sentences to distinguish the main characteristics of several different forms of prose.
- Use simple sentences to respond to brief literary texts by answering factual comprehension questions.
- Use simple sentences to identify the main events of the plot.
- Use simple sentences to describe the setting and major characters in a brief literary text.
- Recognize a similar theme or topic across two or more works.
- Recognize and name simple literary devices, such as similes, personification, and rhythm.
- Recognize the difference between first and third person.
- Identify the speaker or narrator in a selection.

Beginning

- Use pictures, lists, charts, and tables to identify the distinguishing characteristics of three different forms of literature (e.g., fiction, nonfiction, poetry).
- Respond to simple literary texts by answering factual comprehension using one- or two-word responses.
- Use pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.
- Identify different characters and settings in simple literary texts using key words or phrases.

GRADE 7

Writing Strategies and Applications

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Writing Strategies

Organization and Focus, Research and Technology, Evaluation and Revision:

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

English Language Development Standards

Advanced

- Write responses to literature that exhibit careful reading, develop interpretations, and justify interpretations through sustained use of examples and textual evidence. (2.2)
- Write narratives (fictional or autobiographical) that develop a plot, major and minor characters, and point of view, and use a variety of literary strategies (e.g., dialogue, suspense). (2.1)
- Use various methods of research to write reports that have a clear focus, convey an accurate perspective, and include footnotes and a bibliography. (2.3)
- Write persuasive compositions that state a clear position, describe organized points of support, and address reader counter-arguments and concerns. (2.4)

Grade 7 ELA Writing Strategies and Applications Standards

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Early Advanced

- Write responses to literature that exhibit careful reading, develop interpretations, and support the interpretations with evidence from the text.
- Write in different narrative formats (fictional and autobiographical) that include coherent plot development, characterization, setting, and one or more literary devices.
- Write research reports that include relevant questions and main idea(s) that are supported by information from multiple sources, and a bibliography.
- Write persuasive compositions that state a clear position, describe organized points of support, and address one or more possible counter-arguments.
- Support most statements with anecdotes, descriptions, facts or examples.
- Use appropriate organizational patterns, language variations, and effective transitions between sentences when writing for language arts and other content areas.
- Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent essays.
- Revise writing for organization, purpose, and content.

Grade 7 ELA Writing Strategies and Applications Standards

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

GRADE 7
Writing Strategies and Applications

<p>Intermediate</p>	<ul style="list-style-type: none"> • Write responses to literature that exhibit understanding of the text and include some reasonable interpretations. • Write fictional or biographical narratives that include a sequence of events, multiple characters, a setting, and the use of dialogue. • Research a content area topic and develop an organized report with source citations. • Write persuasive compositions that state a clear topic, relate organized evidence, and conclude with a summary. • Write expository compositions (e.g., description, explanation, compare-and-contrast, and problem/solution). • Support significant statements with anecdotes, descriptions, facts, or examples. • Use basic strategies of note taking and outlining to structure drafts of organized essays. • Use more complex vocabulary and sentences, and effective transitions between sentences when writing for language arts and other content areas. • Revise writing for appropriate word choice and effective use of transitions, and to clarify meaning. <p><u>Grade 7 ELA Writing Strategies and Applications Standards</u></p> <p>2.5 Write summaries of reading materials:</p> <ol style="list-style-type: none"> a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.
<p>Early Intermediate</p>	<ul style="list-style-type: none"> • Write brief responses to literature that demonstrate factual understanding of the text. • Write brief narratives that include a sequence of events, a setting, and some descriptive details. • Collect information and take notes from a variety of sources (e.g., dictionary, library books, research materials). • Write simple multi-paragraph compositions to express personal preference or opinion on a topic or issue, and include some supporting evidence. • Write brief expository compositions such as descriptions, compare-and-contrast, and problem/solution. • Write summaries of reading materials that include the main idea, major details, and some quotations. • Support major statements with facts, examples, and at least one quotation. • Use an outline to create a draft of a simple, coherent paragraph. • Write an increasing number of words and simple sentences, and use some appropriate transitions when writing for language arts and other content areas (e.g., math, science, history/social science). • Revise writing to improve word choice. • Provide a clear sequence of instructions for a multi-step procedure.
<p>Beginning</p>	<ul style="list-style-type: none"> • Use a variety of methods to respond to literature (e.g., models, graphic organizers, story frames, dictation). • Using a few standard grammatical forms, write brief narratives that include a sequence of events. • Organize and record expository information on pictures, lists, charts, and tables. • Compose simple sentences to express personal preference on a familiar topic (e.g., "I like...because..."). • Use a few standard grammatical forms to write simple descriptions. • Use a few standard grammatical forms to write brief summaries of familiar reading material. • Write simple sentences on familiar topics from language arts and other content areas. • Complete basic business forms that require information such as name, address, and telephone number. • Revise writing for basic sentence structure. • Narrate the steps of a simple multi-step procedure (First..., second..., third...).

GRADE 7

Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write with a command of standard English conventions appropriate to this grade level.

English Language Development Standards

Advanced	<ul style="list-style-type: none">Edit writing for the conventions and grammatical forms of standard English. <p><u>Grade 7 ELA Written English Language Conventions Standards</u></p> <p>1.1 Place modifiers properly and use the active voice.</p> <p>1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p>1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>
Early Advanced	<ul style="list-style-type: none">Create coherent paragraphs that include the use of effective transitions.Edit writing for grade-appropriate conventions (e.g., punctuation, capitalization, spelling), and grammatical structures to approximate standard English. <p><u>Grade 7 ELA Written English Language Conventions Standards</u></p> <p>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>1.3 Identify all parts of speech, and types and structure of sentences.</p> <p>1.6 Use correct capitalization.</p>
Intermediate	<ul style="list-style-type: none">Create clear, well-organized paragraphs.Edit writing to correct most grade-appropriate conventions (e.g., punctuation, capitalization, spelling) and grammatical structures.
Early Intermediate	<ul style="list-style-type: none">Create sentences and short paragraphs using basic grammatical structures, including the use of clauses.Edit writing for basic conventions (e.g., punctuation, capitalization, spelling).
Beginning	<ul style="list-style-type: none">Identify basic vocabulary, mechanics, and structures in a piece of writing.Edit writing for proper use of final punctuation.Edit writing for capitalization of proper nouns, the word "I," and the first word in a sentence.

GRADE 7

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communication, Analysis and Evaluation of Oral and Media Communications:

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.

2.0 Speaking Applications (Genres and Their Characteristics)

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.

English Language Development Standards

- Advanced
- Speak clearly and comprehensibly, using standard English grammatical forms, sounds, intonation, pitch, and modulation.
 - Negotiate and initiate social and academic conversations by questioning, restating, soliciting information, and paraphrasing.
 - Listen critically to grade-appropriate stories and subject area topics, identify the main points and supporting details, and provide feedback to the speaker. (1.7)
 - Prepare and deliver presentations/reports across content areas including narrative, summary, research, and persuasive. (2.1; 2.2; 2.3; 2.4)
 - Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.
 - Consistently use appropriate ways of speaking that vary based on purpose, audience, and subject matter. (1.4; 1.5)

Grade 7 ELA Listening and Speaking Standards

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

- Early
Advanced
- Be understood when speaking using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
 - Actively participate and initiate extended social and academic conversations with peers and adults on unfamiliar topics by asking and answering questions, and restating and soliciting information.
 - Listen attentively to more complex conversations, group discussions, oral presentations, stories, and information on new topics across content areas, and identify the main points and supporting details.
 - Respond to messages by challenging statements or offering examples that affirm the message.
 - Prepare and deliver well-organized presentations for a variety of purposes using information obtained from multiple sources.
 - Summarize articles and books in greater detail, including the main ideas and most significant details.
 - 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).
 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
 - Identify persuasive language devices used to influence thinking and behavior in advertising and entertainment.
 - Recite longer poems, formal addresses, (e.g., a famous speech), and dialogue (e.g., conversations in a play or short story).

GRADE 7
Listening and Speaking

Intermediate	<ul style="list-style-type: none">• 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).• Actively participate in social and academic conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.• Listen attentively to conversations, group discussions, oral presentations, stories, and information, and use detailed sentences to identify key concepts and supporting details.• Respond to messages with a brief restatement of the message.• Prepare and deliver short presentations on ideas, premises, or images using information obtained from a variety of commonly used sources.• Retell stories using expanded vocabulary, descriptive words, and paraphrasing.• Understand that appropriate ways of speaking vary based on audience.• Identify the main ideas of a variety of media messages (e.g., radio, television, movies), and give some supporting details.• Recite brief poems, brief sections of formal addresses (e.g., from a famous speech), and dialogue (e.g., conversations in a play or short story).
Early Intermediate	<ul style="list-style-type: none">• 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 [he/she]).• Ask and answer questions in social and academic settings using phrases or simple sentences.• Restate in simple sentences the main idea of oral presentations, stories, and subject matter content.• Prepare and deliver short oral presentations.• Retell simple stories using gestures, phrases, and short sentences.• Answer basic comprehension questions about various media presentations.• Orally communicate basic needs (e.g., "I need to borrow a pencil.").• Restate and execute multi-step oral instructions and directions.• Recite brief poems and dialogues (e.g., from a play).
Beginning	<ul style="list-style-type: none">• Begin to speak with a few words or sentences, using some English phonemes and rudimentary grammatical forms (e.g., single words or phrases).• Use key words and simple phrases to ask and answer questions in social and academic settings.• Demonstrate comprehension of oral presentations and instructions through the use of pointing, drawing, key words, and short phrases.• Use pictures, charts, tables, key words, and phrases to orally retell simple stories.• Orally identify types of media by name (e.g., magazine, documentary film, news report).• Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").• Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).• Understand and follow simple, multi-step oral directions for classroom and work-related activities.• Recite a brief poem, song, or rhyme.

GRADE 8

Word Analysis, Fluency, and Vocabulary Development

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary & Concept Development:

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 Development Standards

Advanced

- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (1.2; 1.3)
- Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. (1.2; 1.3)
- Read aloud grade-appropriate narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.
- Use appropriately words that have multiple meanings and apply this knowledge consistently to literature and texts in content areas. (1.2; 1.3)

Grade 8 ELA Reading Standard

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

Early Advanced

- Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
- Understand common word relationships, such as roots and affixes.
- Distinguish between cognates and false cognates in literature and texts in content areas.
- Use multiple strategies (e.g., knowledge of context, standard dictionary) to determine the meaning of unknown words, including idioms and words with multiple meanings.
- Use decoding skills and knowledge of academic and social vocabulary to independently read grade-level-appropriate texts.
- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.
- Recognize and understand common idioms, analogies, similes, and metaphors in literature and texts in content areas.
- Recognize words that may have multiple meanings and apply this knowledge to literature and texts in content areas.

Intermediate

- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- Use knowledge of English morphemes, phonics, and syntax to decode written texts.
- Identify cognates and false cognates in literature and texts in content areas (e.g., cognates: *agonía/agony*; false cognates: *éxito/exit*).
- Use a standard dictionary to determine meanings of unknown words.
- Use decoding skills and knowledge of academic and social vocabulary to read increasingly complex texts independently.
- Read simple narrative and expository text aloud with appropriate pacing, intonation, and expression.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
- Recognize simple idioms (e.g., take a fall), analogies, figures of speech, and metaphors in literature and texts in content areas.
- Recognize words that may have multiple meanings.

GRADE 8

Word Analysis, Fluency, and Vocabulary Development

Early

Intermediate

- Recognize and correctly pronounce most English phonemes while reading aloud.
- Comprehend common English morphemes in oral and silent reading.
- Recognize obvious cognates in phrases, simple sentences, literature, and content-area texts (e.g., *educación/education; delicioso/delicious*).
- Use a standard dictionary to find the meaning of known vocabulary.
- Use decoding skills and knowledge of social and academic vocabulary to read simple paragraphs and passages independently.
- Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting a few errors when speaking or reading aloud.

Beginning

- Produce most English phonemes comprehensibly when reading aloud own writing, simple sentences, or texts.
- Recognize most common English morphemes in phrases and simple sentences.
- Create a simple dictionary of words frequently used by the student.
- Respond with appropriate short phrases or sentences in a variety of academic settings (e.g., ask and answer simple questions).
- Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple-sentence responses.

GRADE 8

Reading Comprehension

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials, Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique:

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 Development Standards

Advanced

- Evaluate the coherence and consistency of ideas presented in texts, and the organizational patterns employed. (2.7)

Grade 8 Reading Comprehension Standards

- 2.2 Analyze text that uses proposition and support patterns.
- 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.

Early
Advanced

- Identify and explain the main ideas and structural elements in literature, content-area texts, and consumer and informational materials.
- Identify and explain the use of the proposition and support organizational pattern in various texts.
- Compare and contrast a variety of features and styles found in consumer materials (e.g., warranties, contracts, product information, instruction manuals, signs, textbooks). (2.1)
- Identify the main ideas and details in a text, and determine the degree to which the ideas are consistent and coherent throughout the text.

Grade 8 Reading Comprehension Standards

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Intermediate

- Read and use detailed sentences to respond to literature, content-area texts, and consumer and informational materials by answering more complex questions.
- Read and use detailed sentences to explain main ideas and details in literature, content-area texts, and consumer and informational materials.
- Identify and use detailed sentences to explain the structural differences between various categories of consumer and informational materials.
- Identify and describe the features and elements found in consumer materials (e.g., warranties, contracts, manuals, product information, textbooks).
- Use information from various consumer materials to explain a situation.
- Use detailed sentences to identify and describe instances of fact and opinion in texts.
- Use detailed sentences to identify and describe instances of cause-and-effect in texts.
- Use detailed sentences to identify and describe instances of the compare-and-contrast pattern.
- Recognize and use detailed sentences to describe instances of proposition and support patterns in text.
- Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- Understand and explain most multi-step directions for simple mechanical devices and basic forms.

GRADE 8
Reading Comprehension

Early
Intermediate

- Read and use simple sentences to respond to literature, content-area texts, and consumer and informational materials by answering factual comprehension questions.
- Read and use simple sentences to identify the main ideas and details in literature, content-area texts, and consumer and informational materials.
- Locate and describe categories of familiar consumer and informational materials.
- Use key words and phrases to identify the basic features of commonly used consumer materials.
- Use simple sentences to distinguish between examples of fact and opinion in texts.
- Use key words and phrases to identify examples of cause-and-effect in texts.
- Use key words and phrases to identify examples of the compare-and-contrast pattern.
- Use key words and phrases to identify examples of proposition and support patterns in text.
- Make connections between new information, prior knowledge, and related topics.
- Identify and follow some multi-step directions for simple mechanical devices and basic forms.

Beginning

- Use key words and phrases to respond to familiar consumer materials and simple texts by answering factual comprehension questions.
- Use key words and phrases to identify main ideas and some details in familiar texts.
- Recognize and name major categories of commonly used consumer and informational materials (e.g., newspaper, brochures).
- Use pictures, lists, charts, and tables to identify the basic features of simple consumer materials such as newspapers and magazines.
- Point out text features such as title, table of contents, and chapter headings.
- Use key words and phrases to identify examples of fact and opinion in simple texts.
- Use pictures, lists, charts, and tables to identify examples of cause-and-effect in simple texts.
- Use pictures, lists, charts, and tables to identify the factual elements in compare-and-contrast patterns in simple texts.
- Use key words and phrases to identify relationships between simple text read to them and their own prior knowledge and experience.
- Understand and follow simple, multi-step oral directions of classroom or work-related activities.

GRADE 8

Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

3.0 Literary Response and Analysis

Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, Literary Criticism: 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 Development Standards

- Advanced
- Analyze elements of a plot, including its development and how conflicts are addressed and resolved. (3.2)
 - Analyze setting (place, time, customs) and its influence on the meaning of a literary text. (3.4)
 - Analyze a similar theme or topic across traditional and contemporary works. (e.g., good and evil; loyalty and betrayal). (3.5)
 - Identify and interpret literary elements and techniques in texts such as symbolism, dialect, and metaphor. (3.6)

Grade 8 ELA Literary Response and Analysis

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

- Early
Advanced
- Describe the purposes and major characteristics of different forms of poetry (e.g., novel, ballad, ode, epic).
 - Describe the plot in detail, including conflict and resolution.
 - Describe the characters in detail, including motivation and reactions to conflict.
 - Describe the setting in detail, including place, time, and customs.
 - Recognize and describe themes stated directly or implied in the text.
 - Compare and contrast a similar theme across a traditional and a contemporary work.
 - Identify and describe more complex literary devices such as imagery, symbolism, and figurative language.
 - Identify and describe the author's beliefs and attitudes in a literary text.

- Intermediate
- Recognize and describe the main characteristics of several different forms of poetry.
 - Read and respond to more complex comprehension questions taken from three forms of poetry (e.g., sonnet, couplet, lyric).
 - Use detailed sentences (expanded vocabulary, descriptive words, and paraphrasing) to respond to texts, including responses to plot, characterization, setting, and theme.
 - Identify and distinguish between the major and minor events of the plot.
 - Describe characters by identifying their thoughts and actions.
 - Recognize and describe themes stated directly in the text.
 - Describe a similar theme across two or more works.
 - Identify and describe simple literary devices such as figurative language and hyperbole.
 - Recognize that a literary text may reflect the author's beliefs and attitudes.

GRADE 8

Literary Response and Analysis

Early
Intermediate

- Use simple sentences to distinguish the main characteristics of several different forms of poetry.
- Use simple sentences to respond to brief literary texts by answering factual comprehension questions.
- Use simple sentences to identify the main events of the plot.
- Use simple sentences to describe the setting and major characters in a brief literary text.
- Recognize a similar theme or topic across two or more different works.
- Recognize and name simple literary devices such as similes, rhythm, and personification.
- Recognize the difference between first and third person.
- Identify the speaker or narrator in a selection.

Beginning

- Use pictures, lists, charts, and tables to identify the distinguishing characteristics of three different forms of literature (e.g., fiction, nonfiction, poetry).
- Use a few words or phrases to respond to simple literary texts by answering factual comprehension questions.
- Use pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.
- Use key words or phrases to identify different characters and settings in simple literary texts.
- Recite simple poems.

GRADE 8

Writing Strategies and Applications

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Writing Strategies

Organization and Focus, Research and Technology, Evaluation and Revision:

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.

2.0 Writing Applications (Genres and Their Characteristics)

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.

English Language Development Standards

Advanced

- Write responses to literature that exhibit careful reading, develop interpretations, and justify interpretations through sustained use of examples and textual evidence. (2.2)
- Write detailed biographies, autobiographies, short stories, or narratives that relate a clear event, reveal the significance of—or the writer's attitude about—the subject, and use a variety of literary strategies (e.g., dialogue, character comparisons, specific action). (2.1)
- Write research reports that define a thesis, include original ideas, use a variety of sources, and organize information on charts, maps, and graphs. (2.3)
- Write persuasive compositions that include a clear thesis, detailed evidence, a clear differentiation between fact and opinion, and counter-arguments. (2.4)
- Write clear technical documents that include all the factors and variables needed to complete a task; format the documents to aid comprehension. (2.6)

Grade 8 ELA Writing Standards

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- 1.5 Achieve an effective balance between researched information and original ideas.
- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Early Advanced

- Write responses to literature that exhibit careful reading, develop interpretations, and cite specific parts of the text for support.
- Write coherent biographies, autobiographies, short stories, or narratives that include plot, character development, and one or more literary devices.
- Write research reports that define a clear thesis, present information on charts, maps or graphs, and give credit in a bibliography.
- Write persuasive compositions that state a clear position, describe organized points of support, and address one or more possible counter-arguments.
- Develop a clear thesis and support it using quotations, anecdotes, and similar devices.
- Use compound sentence structures, well-chosen vocabulary, and effective transitions between sentences and paragraphs when writing for language arts and content areas.
- Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, focused essays.
- Revise writing for organization, purpose, and content.
- Provide clear instructions for a complex multi-step procedure, and format the instructions to aid comprehension.

Grade 8 ELA Writing Standards

- 2.5 Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

GRADE 8
Writing Strategies and Applications

Intermediate	<ul style="list-style-type: none">• Write responses to literature that exhibit understanding of the text and include some reasonable interpretations.• Write fictional or biographical narratives that include a sequence of events, multiple characters, a setting, and the use of dialogue.• Research a content area topic and write an organized report that includes charts, maps, or graphs, and source citations.• Write persuasive compositions that state a clear topic, relate organized evidence (both facts and opinions), and conclude with a summary.• Write expository compositions (e.g., description, compare and contrast, cause and effect, problem/solution).• Develop a clear purpose in a short essay and support it using facts, quotations, examples, and paraphrasing.• Use basic strategies of note taking and outlining to structure drafts of organized essays.• Use more complex vocabulary and sentences, and effective transitions between sentences when writing for language arts and other content areas.• Write career-related documents (e.g., simple business letters, job applications, letters of inquiry) following the appropriate format.• Revise writing for appropriate word choice and effective use of transitions, and to clarify meaning.• Provide clear instructions for a complex multi-step procedure.
Early Intermediate	<ul style="list-style-type: none">• Write brief responses to literature that demonstrate factual understanding of the text.• Write brief narratives that include a sequence of events, a setting, and some descriptive details.• Collect information and take notes from a variety of sources (e.g., dictionary, library books, research materials).• Write a simple multi-paragraph composition to express personal preference or opinion on a familiar topic or issue, and include some supporting evidence.• Write brief expository compositions such as descriptions, compare and contrast, and problem/solution.• Support major statements with facts, examples, and at least one quotation.• Use an outline to create a draft of a simple, coherent paragraph.• Write an increasing number of words and simple sentences, and use some appropriate transitions when writing for language arts and other content areas (e.g., math, science, history/social science).• Complete simple career-related documents (bank forms, job-applications).• Revise writing to improve word choice.• Provide clear instructions for a simple, sequential multi-step procedure.
Beginning	<ul style="list-style-type: none">• Use a variety of methods to respond to literature (e.g., models, graphic organizers, story frames, dictation).• Using a few standard grammatical forms, write brief narratives that include a sequence of events.• Organize and record expository information on pictures, lists, charts, and tables.• Compose simple sentences to express personal preference on a familiar topic (e.g., "I like...because...").• Use a few standard grammatical forms to write simple descriptions.• Write simple sentences on familiar topics from language arts and other content areas.• Complete basic business forms that require information such as name, address, and telephone number.• Revise writing for basic sentence structure.• Narrate the steps of a familiar multi-step procedure (<i>First... second... third...</i>).

GRADE 8

Written English Language Conventions

ENGLISH-LANGUAGE ARTS CONTENT STANDARD

1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation and Capitalization, Spelling:

Students write with a command of standard English conventions appropriate to this grade level.

English Language Development Standards

- Advanced
- Create coherent written work, including the use of parallel constructions to present items in a series. (1.2)

Grade 8 ELA Written English Language Conventions Standards

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
- 1.4 Edit written manuscripts to ensure that correct grammar is used.
- 1.5 Use correct punctuation and capitalization.
- 1.6 Use correct spelling conventions.

- Early
Advanced
- Create coherent paragraphs that include the use of effective transitions.
 - Edit writing for grade-appropriate conventions (e.g., punctuation, capitalization, spelling) and grammatical structures of writing to approximate standard English.

- Intermediate
- Create clear, well-organized paragraphs.
 - Edit writing to correct most grade-appropriate conventions (e.g., punctuation, capitalization, and spelling) and grammatical structures.

- Early
Intermediate
- Create sentences and short paragraphs using basic grammatical structures, including the use of clauses.
 - Edit writing for basic conventions (e.g., punctuation, capitalization, spelling).

- Beginning
- Identify basic vocabulary, mechanics, and structures in a piece of writing.
 - Edit writing for proper use of final punctuation.
 - Edit writing for capitalization of proper nouns, the word I, and the first word in a sentence.

GRADE 8

Listening and Speaking

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communication, Analysis and Evaluation of Oral and Media Communications:

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.

2.0 Speaking Applications (Genres and Their Characteristics)

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.

English Language Development Standards

- Advanced
- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.
 - Negotiate and initiate social and academic conversations by questioning, restating, soliciting information, and paraphrasing. (1.2)
 - Listen critically to grade-appropriate oral presentations, stories, group discussions, and conversations on new topics across content areas, and describe significant ideas and details. (1.1; 1.8)
 - Prepare and deliver presentations/reports across content areas, including narrative, response to literature, research, and persuasive. (1.4; 2.1; 2.2; 2.3; 2.4)
 - Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.
 - Consistently use appropriate ways of speaking that vary based on purpose, audience, and subject matter. (1.3; 1.5; 1.6; 1.7)

Grade 8 ELA Listening and Speaking Standards

- 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.
- 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.

- Early Advanced
- Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
 - Actively participate and initiate extended social and academic conversations with peers and adults on unfamiliar topics by asking and answering questions, and restating and soliciting information.
 - Listen critically to more complex oral presentations, stories, group discussions, and conversations on new topics across content areas, and identify the main points and supporting details.
 - Respond to messages by challenging statements or by offering examples that affirm the message.
 - Prepare and deliver well-organized presentations for a variety of purposes using information obtained from multiple sources.
 - Summarize stories in greater detail including characters, setting, plot, and analysis.
 - 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").
 - Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
 - Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, persuade, or entertain).
 - Recite longer poems, formal addresses (e.g., a famous speech), and dialogue (e.g., conversations in a play or short story).

GRADE 8
Listening and Speaking

Intermediate	<ul style="list-style-type: none">• 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).• Actively participate in social and academic conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.• Listen attentively to oral presentations, group discussions, stories, and conversations on topics across content areas, and use detailed sentences to identify the key concepts and supporting details.• Respond to messages with a brief restatement of the message.• Prepare and deliver short presentations on ideas, premises, or images using information obtained from a variety of commonly used sources.• Retell stories using expanded vocabulary, descriptive words, and paraphrasing.• Understand that appropriate ways of speaking vary based on the audience.• Identify the main ideas of a variety of media messages and give some supporting details (e.g., radio, television, movies).• Recite brief poems, brief sections of formal addresses (e.g., from a famous speech), and dialogue (e.g., conversations in a play or short story).
Early Intermediate	<ul style="list-style-type: none">• 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 [he/she]).• Ask and answer questions in social and academic settings using phrases or simple sentences.• Restate in simple sentences the main idea of oral presentations, stories, and subject matter content.• Prepare and deliver short oral presentations.• Retell simple stories using gestures, phrases, and short sentences.• Answer basic comprehension questions about various media presentations.• Orally communicate basic needs (e.g., "I need to borrow a pencil.").• Restate and execute multi-step oral instructions and directions.• Recite brief poems and dialogues (e.g., from a play).
Beginning	<ul style="list-style-type: none">• Begin to speak with a few words or sentences, using some English phonemes and rudimentary grammatical forms (e.g., single words or phrases).• Use key words and simple phrases to ask and answer questions in social and academic settings.• Demonstrate comprehension of oral presentations and instructions using responses such as pointing, drawing, key words, and short phrases.• Use pictures, charts, tables, key words, and phrases to orally retell simple stories.• Orally identify types of media by name (e.g., magazine, documentary film, news report).• Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. _____").• Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).• Understand and follow simple, multi-step oral directions for classroom and work-related activities.• Recite a brief rhyme, song, or poem.

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