

# Utah Core Essential Elements and Range of Complexity Examples for English Language Arts

Eighth Grade

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<http://schools.utah.gov/sars/Significant-Cognitive-Disabilities.aspx>

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## COMMON CORE ESSENTIAL ELEMENTS AND COMPLEXITY EXAMPLES FOR EIGHTH GRADE

### Eighth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Key Ideas and Details</b></p> <p><b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERL.8.1.</b> Cite text to support inferences from stories and poems.</p>	<p><b>Students will:</b></p> <p><b>EERL.8.1.</b> Cite text to support what is inferred versus what is stated explicitly in the text. Ex. Given an inference and several explicit statements, cite text that supports each.</p> <p><b>Students will:</b></p> <p><b>EERL.8.1.</b> Cite text to support inferences from stories and poems. Ex. Cite specific aspects of the text that tell what happened in a story to make the character take an action (e.g., <i>The boy ran away because the dog was chasing him</i>). Ex. Cite specific events of the text that made a character happy (e.g., <i>The man was happy because he got his money back</i>). Ex. Cite text that supports the theme that parents still love you no matter what you do or do not do (e.g., <i>He broke the glass but his mother still loves him</i>).</p> <p><b>Students will:</b></p> <p><b>EERL.8.1.</b> Identify which evidence from an array of text citations supports an inference. Ex. Choose, from a list of three or more citations from the text, one that tells why we can infer that a character took an action. Ex. Choose, from a list of three or more citations from the text, one that tells why we can infer that a character feels a particular way.</p> <p><b>Students will:</b></p> <p><b>EERL.8.1.</b> Indicate whether an example is a citation from the text or not. Ex. Given a list of possible citations, indicate which is from the text.</p>

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		Ex. Indicate “yes” or “no” that a sentence or series of sentences is from the text or not.
<p><b>RL.8.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>EERL.8.2.</b> Provide a summary of a familiar text.</p>	<p><b>Students will:</b>  <b>EERL.8.2.</b> Provide a summary of a text.  Ex. Given a story, identify how the feelings of two or more characters relate to the theme of the text.  Ex. Complete a partially filled in graphic organizer by providing elements from the story that relate to the central idea that is already provided.</p> <p><b>Students will:</b>  <b>EERL.8.2.</b> Provide a summary of a familiar text.  Ex. Given a familiar story, identify the essential elements (e.g., characters, settings, and events) and combine those elements into a summary (e.g., using Mark Twain’s <i>The Adventures of Huckleberry Finn</i> – <i>Huck is boy. Huck says no. Huck misbehaves. Huck lives in a house. Huck can run fast</i>).  Ex. Use a graphic organizer to record the essential elements of a story and then use the completed organizer while telling a summary of the story.  Ex. Use writing strategy software that coaches the student to record the essential elements of a story and then generate a written summary.</p> <p><b>Students will:</b>  <b>EERL.8.2.</b> Identify a summary that reflects a familiar story.  Ex. Given two or more summaries, select the one that best matches a familiar story.  Ex. Given two or more summaries of familiar stories, match each summary to correct story.</p> <p><b>Students will:</b>  <b>EERL.8.2.</b> Identify parts of a familiar story.  Ex. Given a list of story parts (text or symbols), identify the parts that go with a familiar story.</p>

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		Ex. Respond “yes” or “no” when asked if a story part read aloud goes with a familiar story.
<p><b>RL.8.3.</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><b>EERL.8.3.</b> Identify which incidents in a story or drama lead to subsequent action.</p>	<p><b>Students will:</b>  <b>EERL.8.3.</b> Explain how incidents in a story or drama lead to subsequent incidents.  Ex. After reading a book, describe an incident and explain how other incidents lead to it.  Ex. After listening to or reading <i>The Adventures of Huckleberry Finn</i>, pick a conversation when Huck starts to view Big Jim differently.</p> <p><b>Students will:</b>  <b>EERL.8.3.</b> Identify which incidents in a story or drama lead to subsequent action.  Ex. After reading a book and discussing a critical incident in it, identify which incidents lead up to the critical incident.  Ex. After the teacher projects a passage on an interactive whiteboard and highlights an incident, highlight two or more incidents that led to the incident.  Ex. Use a graphic organizer to link an incident from the story with other incidents that led to it.</p> <p><b>Students will:</b>  <b>EERL.8.3.</b> Given two or more incidents from a book, identify which one led to the other.  Ex. Given a cause and effect filled in on a graphic organizer, select and arrow to show the direction of the cause/effect.  Ex. Given a list of incidents from the book, identify which one is caused by the others.</p> <p><b>Students will:</b>  <b>EERL.8.3.</b> Sequence two or more incidents from a familiar story.</p>

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		<p>Ex. After reading a story the class created about a classroom activity and given symbolic representations of two incidents, identify which came first and which came last.</p> <p>Ex. After reading/listening to a familiar text and given two story incidents (in text or symbol form), move them into the right order.</p>
<p><b>Craft and Structure</b></p> <p><b>RL.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>EERL.8.4.</b> Determine meanings of words and phrases in literature including figurative language.</p>	<p><b>Students will:</b></p> <p><b>EERL.8.4.</b> Express meanings of words and phrases in literature including figurative language.</p> <p>Ex. Use an expression of figurative language from a text (e.g., <i>raining cats and dog, green with envy, big headed</i>) in a sentence.</p> <p>Ex. After reading <i>The Secret Life of Walter Mitty</i>, use the word <i>cur</i> as used in the story (e.g., mean, cowardly person) and as it is used to refer to a stray dog (e.g., mongrel dog or mutt).</p> <p><b>Students will:</b></p> <p><b>EERL.8.4.</b> Determine meanings of words and phrases in literature, including figurative language.</p> <p>Ex. Given a text, identify the meaning of <i>green with envy, big headed, and quick as a wink</i>.</p> <p>Ex. Given figurative language found in the story and shown two different illustrations—one that shows it literally (boy winking) and one that shows it figuratively (boy running)—identify which illustration is what the author meant.</p> <p><b>Students will:</b></p> <p><b>EERL.8.4.</b> Identify multiple meaning words in literature.</p> <p>Ex. Given two pictures depicting the same word with different meanings (e.g., the <i>yard</i> of a house and a <i>yard</i> as in measurement), identify which illustration depicts what was meant in the text.</p> <p>Ex. Given two pictures depicting the same word with different meanings (e.g., the <i>bat</i> with which a ball is hit and a <i>bat</i> that is an animal), identify</p>

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		<p>which illustration depicts what was meant in the text.</p> <p><b>Students will:</b>  <b>EERL.8.4.</b> Identify meaning of words in literature.  Ex. Point to a picture depicting a word that came from the text.  Ex. Match words found in <i>The Adventures of Huckleberry Finn</i> (raft, river, slave man, boy, gun, steamboat) to illustrations.</p>
<p><b>RL.8.5.</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.</p>	<p><b>Students will:</b>  <b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.  Ex. Tell what is the same about the structure of two poems (e.g., “One poem ends in rhymes and another does not end in rhymes”).  Ex. Tell what is different about the structure of two stories, such as one story has dialogue (e.g., “Tells you what the boy is saying”) and the other does not (e.g., “Just tells you what the boy thinks and does”).</p> <p><b>Students will:</b>  <b>EERL.8.5.</b> Compare and contrast the structure of two texts with obviously different structures.  Ex. Given a story and a poem, tell what is the same and what is different about them (e.g., “The poem is like a song and the story is like a movie”).  Ex. Given a story and a drama, tell what is the same and what is different about them (e.g., “The story tells what happens and drama tells what people say”).</p> <p><b>Students will:</b>  <b>EERL.8.5.</b> Identify common structures used in a familiar texts.  Ex. Given a familiar story, tell one thing about the structure (e.g., “It tells about what happens”).  Ex. Given a familiar poem, tell one thing about the structure (e.g., “It has words that rhyme”).  Ex. Given a familiar story, activate a switch to identify a repeated phrase</p>

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		<p>that is used to create a structure for the story.</p> <p><b>Students will:</b>  <b>EERL.8.5.</b> After listening to a familiar text, decide if it is a story or a poem.  Ex. Responds “yes” or “no” when asked, “Was that a story?”  Ex. Points to story after hearing someone read a familiar story.</p>
<p><b>RL.8.6.</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><b>EERL.8.6.</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.</p>	<p><b>Students will:</b>  <b>EERL.8.6.</b> Compare points of view of characters in a story and the audience or reader in a text with suspense or humor.  Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character (Amelia) with the point of view of other characters (Amelia’s employer) and the reader (e.g., How is Amelia feeling as she is following directions? How do her employers feel? How are we feeling as the reader?).  Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with other characters in the story and the reader.</p> <p><b>Students will:</b>  <b>EERL.8.6.</b> Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor.  Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character with the point of view of the reader (e.g., How is Amelia feeling as she is following directions and how are we feeling as the reader?).  Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with the point of view of the reader.</p> <p><b>Students will:</b>  <b>EERL.8.6.</b> Identify the point of view of a character in a story that is humorous or suspenseful.</p>

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		<p>Ex. After shared reading of a suspenseful story, identify the point of view of the main character.</p> <p>Ex. After shared reading of a humorous story, identify the point of view of a character.</p> <p><b>Students will:</b>  <b>EERL.8.6.</b> Identify a character in a story.  Ex. After shared reading of a story, select from choices the name of a character.  Ex. After shared reading of a story, select an illustration from the story that shows the character the story is about.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.8.7.</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.</p>	<p><b>Students will:</b>  <b>EERL.8.7.</b> Compare and contrast a filmed or live production of a story or drama to the text or script.  Ex. Watch a movie about the <i>Titanic</i> and read the book, <i>The Last Day on the Titanic</i>, then compare and contrast the two.  Ex. Compare and contrast the script to the production of a play at school.</p> <p><b>Students will:</b>  <b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.  Ex. Compare and contrast a scene from a movie (e.g., when Mole meets Ratty in <i>The Wind in the Willows</i>) with the parallel scene in the text.  Ex. Compare and contrast a scene from a movie version of <i>The Adventures of Tom Sawyer</i> with the parallel passage in a text-based version of it.</p> <p><b>Students will:</b>  <b>EERL.8.7.</b> Match a scene in a filmed or live production with the parallel scene in the text version.  Ex. After reading a scene from a text version of <i>The Wind in the Willows</i>, signal when the scene appears in the film version.</p>

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		<p>Ex. After reading a chapter from <i>The Incredible Journey</i>, signal when the scene appears in the movie.</p> <p><b>Students will:</b>  <b>EERL.8.7.</b> Match illustrations of characters in a book with the characters in a film or live production.  Ex. Given pictures of characters from a film production of <i>The Three Little Pigs</i>, point to the picture of the appropriate character while the teacher is reading the book.  Ex. While watching a film version of <i>The Wind in the Willows</i>, point to the corresponding picture of the characters from the book as they appear in the film.</p>
<b>RL.8.8.</b> (Not applicable to literature)	<b>EERL.8.8.</b> N/A	
<p><b>RL.8.9.</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.</p>	<p><b>Students will:</b>  <b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work.  Ex. Compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella.  Ex. Compare and contrast the events of a myth with a common “hero journey” theme with the theme of a modern work with a true hero (e.g., firefighter, police officer, or servicemember).</p> <p><b>Students will:</b>  <b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.  Ex. Compare and contrast how Superman and the police both work to keep the law and help people.  Ex. Compare and contrast the events in one text with the events of</p>

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		<p>another.</p> <p><b>Students will:</b>  <b>EERL.8.9.</b> Identify the theme, pattern of events, or characters from a story.  Ex. Use a graphic organizer to record the theme, pattern of events, and names of characters from a story.  Ex. Given events from a story, arrange the events to identify the pattern in which they appear in the story.  Ex. Identify a character that plays a certain role in the story (e.g., good guy, bad guy).</p> <p><b>Students will:</b>  <b>EERL.8.9.</b> Identify a character in a story.  Ex. After shared reading of a story, select from choices the name of a character.  Ex. After shared reading of a story, select an illustration from the story that shows the character the story is about.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.8.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p><b>EERL.8.10.</b> **This Essential Element references all elements above.</p>	

**Eighth Grade English Language Arts Standards: Reading (Informational Text)**

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<p><b>Key Ideas and Details</b></p> <p><b>RI.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERI.8.1.</b> Cite text to support inferences from informational text.</p>	<p><b>Students will:</b></p> <p><b>EERI.8.1.</b> Cite text to support analysis and inferences from informational text.                      Ex. Using a geography chapter, find the text that defines the climate near the ocean, analyze the climate, and make inferences about the weather.                      Ex. Using pictures of islands, cities, and farmland, and text about their climates, cite text to determine the climate and make inferences about the weather.</p> <p><b>Students will:</b></p> <p><b>EERI.8.1.</b> Cite text to support inferences from informational text.                      Ex. Using a geography chapter with the text that defines the climate near the ocean highlighted, find information to support the inference that it is rainy near the ocean (e.g., the text says it rains more days than it is sunny).                      Ex. Use a picture map to support inferences about directions (e.g., asked, “How do we know what direction to go?,” the student responds, “This way – where the arrow is pointing”).</p> <p><b>Students will:</b></p> <p><b>EERI.8.1.</b> Identify text as a key idea or evidence in a text.                      Ex. Choose from a list of three or more citations from the text one that is evidence that cars are faster than a horse and buggy.                      Ex. Identify the representation of <i>rain</i> on a weather map as evidence that it will rain today.</p> <p><b>Students will:</b></p> <p><b>EERI.8.1.</b> Identify a type of informational text.                      Ex. Select from two choices, the one that has phone numbers (e.g., point to phonebook when asked, “Where do you find a number to call on the phone?”).</p>

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		<p>Ex. Select, from two choices, the one that provides information about the weather (e.g., point to a weather map when presented with a weather map and a storybook and asked, “What tells you about the weather?”).</p>
<p><b>RI.8.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>EERI.8.2.</b> Provide a summary of a familiar informational text.</p>	<p><b>Students will:</b>  <b>EERI.8.2.</b> Provide a summary of an informational text.  Ex. Given a history text, summarize the key events.  Ex. Complete a partially filled in graphic organizer by providing elements from a science text that relate to the central idea that is already provided.</p> <p><b>Students will:</b>  <b>EERI.8.2.</b> Provide a summary of a familiar informational text.  Ex. Use a graphic organizer to record the essential information from a familiar informational text and then use the completed organizer while telling a summary of the information.  Ex. Use writing strategy software that coaches the student to record the essential information and then generate a summary.</p> <p><b>Students will:</b>  <b>EERI.8.2.</b> Identify a summary that reflects a familiar informational text.  Ex. Given two or more summaries, select the one that best matches a familiar informational text.  Ex. Given two or more summaries of historical events, match each summary to a familiar informational text.</p> <p><b>Students will:</b>  <b>EERI.8.2.</b> Identify parts of a familiar informational text.  Ex. After shared reading of a familiar informational text, identify an illustration from a familiar informational text.  Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud from a familiar informational text.</p>

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<p><b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><b>EERI.8.3.</b> Make connections between key individuals or events in a text.</p>	<p><b>Students will:</b>  <b>EERI.8.3.</b> Make connections and distinctions between key individuals and events in a text.  Ex. Draw a timeline listing key events and make connections between them (e.g., storms and floods).  Ex. After reading and discussing a historical text, make connections between key individuals given paired choices (e.g., Theodore “Teddy” Roosevelt and Franklin D. Roosevelt were President).</p> <p><b>Students will:</b>  <b>EERI.8.3.</b> Make connections between key individuals or events in a text.  Ex. Pick out the adult and child in an informational text and identify the connection between them (e.g., the adult takes care of the child).  Ex. Put events in an informational text in order and identify the connection between them (e.g., someone started a campfire and the trees burned).  Ex. Use a story map to outline key individuals and key events in a text.</p> <p><b>Students will:</b>  <b>EERI.8.3.</b> Identify a character or event in a text and compare to another character or event.  Ex. Identify a character in a newspaper article and compare to another individual in the paper (e.g., sports page – football player, soccer player).  Ex. Given pictures of three familiar people (e.g., cook, principal, teacher), read three dialogues, and match each to the person who said it and where it took place (e.g., cafeteria, classroom, intercom).  Ex. Given pictures of two people, one from American history (e.g., Thomas Jefferson) and one from world history (e.g., Napoleon), compare their dress and appearance.</p> <p><b>Students will:</b>  <b>EERI.8.3.</b> Identify an individual or event in a text.</p>

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		<p>Ex. After shared reading and discussion of an informational text, select from choices an illustration that shows an individual or event from the text (e.g., point to a picture of an animal or a boy from an informational text about caring for animals).</p>
<p><b>Craft and Structure</b></p> <p><b>RI.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>EERI.8.4.</b> Determine meanings of words and phrases in informational text, including figurative language.</p>	<p><b>Students will:</b>  <b>EERI.8.4.</b> Express meanings of words and phrases in informational text, including figurative language.  Ex. Use an expression of figurative language from an informal text (e.g., “I have a dream”) to write a sentence.</p> <p><b>Students will:</b>  <b>EERI.8.4.</b> Determine meanings of words and phrases in literature, including figurative language.  Ex. Given figurative language from a weather report and shown two different illustrations – one that shows it literally (<i>large amounts of rain</i>) and one that shows it figuratively (<i>raining cats and dogs</i>), determine which illustration is what the author meant.</p> <p><b>Students will:</b>  <b>EERI.8.4.</b> Identify the meaning of multiple meaning words as they are used in informational text.  Ex. Given two pictures depicting the same word with different meanings (e.g., <i>park</i> a car and a national <i>park</i>), identify which illustration depicts what was meant in an informational text about national parks.  Ex. Given two pictures depicting the same word with different meanings (e.g., a <i>rock</i> on the ground and <i>rock</i> in a rocking chair), identify which illustration depicts what was meant in a physical science text.</p> <p><b>Students will:</b>  <b>EERI.8.4.</b> Identify a word from an informational text.  Ex. After shared reading of a text, identify a word from it (e.g., point to an</p>

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		<p>illustration of a frog in a book about frogs).</p> <p>Ex. After shared reading of a text about space in which illustrations were included, respond to indicate a word from the text (e.g., select the picture of a spaceship when asked, “Was this in the text?” when presented with the picture of a spaceship, a lake, and a building).</p>
<p><b>RI.8.5.</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).</p>	<p><b>Students will:</b></p> <p><b>EERI.8.5.</b> Determine a topic sentence and two supporting details or example.</p> <p>Ex. Identify the topic sentence/main idea and two additional facts about it (e.g., the topic is Africa; there are tigers in Africa and there is not enough water).</p> <p>Ex. Retell main idea of an informational passage (e.g., many animals live in the desert; the desert is dry; there are plants).</p> <p><b>Students will:</b></p> <p><b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, details, and examples).</p> <p>Ex. In the provided paragraph, identify the topic sentence and a sentence providing a supporting detail.</p> <p>Ex. Underline the topic sentence and a detail in a passage displayed on an interactive whiteboard.</p> <p><b>Students will:</b></p> <p><b>EERI.8.5.</b> Identify a detail.</p> <p>Ex. Using a paragraph projected on an interactive whiteboard, underline a detail in an article.</p> <p>Ex. Given two sentences, underline the sentence containing a detail from an informational passage (e.g., Sally is a girl that works in the store).</p> <p><b>Students will:</b></p> <p><b>EERI.8.5.</b> Indicate bold print or a highlighted word.</p>

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<p><b>RI.8.6.</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>EERI.8.6.</b> Determine an author’s purpose or point of view.</p>	<p>Ex. Point to a bolded print word from a sentence.</p> <p><b>Students will:</b>  <b>EERI.8.6.</b> Determine an author’s purpose and point of view and identify an opposing point of view.  Ex. When presented with two texts on the same topic but from different viewpoints, identify the authors’ different perspectives.</p> <p><b>Students will:</b>  <b>EERI.8.6.</b> Determine an author’s purpose or point of view.  Ex. After reading an informational text, state the author’s purpose (e.g., after reading about Africa, answer, “What is the author trying to tell you?”, say “About animals in Africa”).  Ex. After watching a television commercial online (YouTube) or an advertisement printed in a magazine, identify the product and what the commercial wants you to do (e.g., what does the commercial say that convinces you about the product? What in the commercial makes you want to buy the product?).</p> <p><b>Students will:</b>  <b>EERI.8.6.</b> Identify a resource based on its purpose.  Ex. Select text about snakes from at least three different options.</p> <p><b>Students will:</b>  <b>EERI.8.6.</b> Request a resource.  Ex. Ask for a resource by topic or purpose, (e.g., the teacher says, “What do you want to read about?”, and the student says, “tigers”).  Ex. Use a preprogrammed AAC device to request an informational text by topic or purpose.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	<p><b>EERI.8.7.</b> Select medium based on the advantages</p>	<p><b>Students will:</b>  <b>EERI.8.7.</b> Use the best media to create a project using a media source.</p>

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<p><b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.</p>	<p>Ex. Use a computer to type a journal entry.  Ex. Record a report on audio recording equipment.  Ex. Use PowerPoint to create a presentation.</p> <p><b>Students will:</b>  <b>EERI.8.7.</b> Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.  Ex. Choose a medium for listening to music (e.g., DVD player or MP3 player).  Ex. Choose a medium for seeing and hearing another person not in the same room (e.g., Skype) or just hearing another person not in the same room (e.g., cell phone).  Ex. Choose the best medium for checking the spelling of a word (e.g., spell check or dictionary).  Ex. Given three possible sources, select the one that is best for the stated use (e.g., “Which would be used to see what is on TV tonight?” Possibilities include TV guide, dictionary, or catalog).</p> <p><b>Students will:</b>  <b>EERI.8.7.</b> Recognize different functions of media sources.  Ex. Recognize that one types on a computer (e.g., “What can you do on a computer?”).  Ex. Recognize that one can watch a movie on a TV or computer (e.g., “What can you use to watch a movie?”).</p> <p><b>Students will:</b>  <b>EERI.8.7.</b> Identify media sources.  Ex. Point to a TV when named.  Ex. Point to a computer when named.</p>
<p><b>RI.8.8.</b> Delineate and evaluate the argument and</p>	<p><b>EERI.8.8.</b> Determine whether claims in a text</p>	<p><b>Students will:</b>  <b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion and</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>are fact or opinion.</p>	<p>identify evidence to support facts.            Ex. Determine whether stated information is <i>true</i> or <i>false</i> and point to the text.            Ex. State the reason something is real or fantasy (e.g., “Animals don’t really talk, houses don’t fly, people don’t fly”).</p> <p><b>Students will:</b>  <b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion.            Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as <i>I think, I believe, I feel</i> (e.g., <i>The water comes from rivers versus I think that people should take better care of the rivers</i>).</p> <p><b>student will:</b>  <b>EERI.8.8.</b> Identify a factual statement from a text.            Ex. After reading a text with the teacher and a small group to determine which claims are fact, identify whether a statement is factual about a text (e.g., “Is the text we read about frogs catching flies with its tongue?”).            Ex. After reading and discussing a book with an adult to determine the facts it states, identify a fact from choices.</p> <p><b>Students will:</b>  <b>EERI.8.8.</b> Respond to a statement about a passage.            Ex. After shared reading of an informational passage, repeat a word or phrase from the passage.            Ex. After shared reading of an informational passage, nod to agree when the teacher repeats a statement from the passage.</p>
<p><b>RI.8.9.</b> Analyze a case in which two or more texts provide conflicting information on the same</p>	<p><b>EERI.8.9.</b> Compare and contrast the key information in two different texts on the same</p>	<p><b>Students will:</b>  <b>EERI.8.9.</b> Compare and contrast the key information in more than two different texts on the same topic.            Ex. Provided a school’s football schedule, school poster, and a local sports</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>topic.</p>	<p>article about the team, identify key information such as the next game, teams, score, etc.</p> <p><b>Students will:</b>  <b>EERI.8.9.</b> Compare and contrast the key information in two different texts on the same topic.  Ex. Tell how two texts give different information on the same topic (e.g., the teacher asks, “Where can frogs live?” and the students respond, “Frogs can live in a pond. Frogs can live in trees”).  Ex. Compare information from two books on the same geography topic (e.g., the teacher asks, “Both books are about the desert. What do both tell you about the desert?” and the student responds, “It is hot. It is dry”).</p> <p><b>Students will:</b>  <b>EERI.8.9.</b> Identify a fact from informational text.  Ex. After reading an informational text, tell whether a fact was stated in the text (e.g., “Did we learn that George Washington was the first president?”).  Ex. After reading an informational text, identify from choices a fact from the text.  Ex. After teacher shares informational text about cloud types, identify a picture showing cumulus clouds.</p> <p><b>Students will:</b>  <b>EERI.8.9.</b> Identify a fact.  Ex. After shared reading and discussion of an informational text in which the teacher repeats facts read, identify a fact that answers a simple <i>what</i> question about the text using partner-assisted scanning or eye gaze.  Ex. During shared reading of informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did we read . . . ?”</p>

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<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.8.10.</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p><b>EERI.8.10.</b> **This Essential Element references all elements above.</p>	

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**Eighth Grade English Language Arts Standards: Writing**

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Text Types and Purposes</b></p> <p><b>W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>EEW.8.1.a-b.</b> Write an argument to support claims with one clear reason or piece of evidence.</p>	<p><b>Students will:</b></p> <p><b>EEW.8.1.a-b.</b> Write an argument to support claims with clear reasons or evidences.</p> <p>Ex. Write a claim about the class election (e.g., <i>Joe is best</i>) and an argument to support the claim (e.g., <i>he is friend</i>) and two or more reasons (e.g., <i>he nice, smart</i>).</p> <p>Ex. Write a claim (e.g., <i>School uniforms are bad</i>) and an argument to support it (e.g., <i>They are ugly</i>) with two or more reasons (e.g., <i>Brown is ugly. White is ugly. Sweater ugly</i>).</p> <p>Ex. Write a claim about the school rules (e.g., <i>No fighting at school</i>), an argument to support it (e.g., <i>It is the rule</i>), and reasons why the rule exists (e.g., <i>Someone hurt and mad. Not nice</i>).</p> <p><b>Students will:</b></p> <p><b>EEW.8.1.a-b.</b> Write an argument to support claims with one clear reason or piece of evidence.</p> <p>Ex. Write a claim about the class election (e.g., <i>Joe is best</i>) and an argument to support the claim (e.g., <i>he is friend</i>) and a reason (e.g., <i>he is good</i>).</p> <p>Ex. Write a claim (e.g., <i>School uniforms are bad</i>) and an argument to support it (e.g., <i>too hard</i>) with a reason (e.g., <i>lots of buttons</i>).</p> <p>Ex. Write a claim (e.g., <i>No fighting at school</i>), an argument to support it (e.g., <i>It is the rule</i>), and a reason (e.g., <i>someone hurt</i>).</p> <p><b>Students will:</b></p> <p><b>EEW.8.1.a-b.</b> With teacher guidance and support, write a claim with one clear reason or piece of evidence.</p> <p>Ex. Write <i>Joe is the best</i> when asked to write about the upcoming class election, and after a teacher-led discussion of possible reasons, add an argument or reason to support it.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Write claim when asked about a school policy (e.g., <i>uniforms bad</i>), and following a teacher-led discussion, work with a peer to add an argument or reason to support it.</p> <p>Ex. Write when asked about a school rule (e.g., <i>No fighting at school</i>), and following a group brainstorming activity, add one argument or reason to support it.</p> <p><b>Students will:</b>  <b>EEW.8.1.a-b.</b> With guidance and support, state agreement or disagreement with claims written by peers.</p> <p>Ex. After a peer writes, state agreement or disagreement (e.g., after a peer writes, <i>uniforms are bad</i>, indicate “Yes” when asked, “Do you agree? Are the uniforms bad?”) and then, using assistive technology, type letters or words providing a reason.</p> <p>Ex. After a peer writes, use a switch to agree or disagree (e.g., <i>Joe is best</i>), the student indicates “No” when asked, “Do you agree? Is Joe best for class president?”), and observe as the teacher adds the student’s name to the “Joe is best” chart and reads all the names aloud.</p> <p>Ex. After a peer writes, indicate agreement or disagreement with a claim (e.g., a peer writes, <i>principal has gray hair</i>; signal thumbs up to indicate agreement and thumbs down to indicate disagreement).</p>
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>EEW.8.1.c.</b> N/A	
d. Establish and maintain a formal style.	<b>EEW.8.1.d.</b> N/A	

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<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>EEW.8.1.e.</b> N/A</p>	
<p><b>W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details,</p>	<p><b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p><b>Students will:</b>  <b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.  Ex. Write about a hobby, stating what the hobby is (e.g., <i>I like cooking</i>), writing a paragraph about favorite foods to cook with a reason (e.g., <i>I like make gril ches</i> [grilled cheese], <i>mac n chees</i> [macaroni and cheese]. <i>I like melt ches</i> [melted cheese]) and favorite desserts (e.g., <i>I like make</i> [making] <i>hot fuj sunda</i> [fudge sundaes] with <i>ice crem sprinkls</i> [cream sprinkles]. <i>Ice crem</i> [cream] <i>is cold and swet</i> [sweet]).</p> <p><b>Students will:</b>  <b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.  Ex. Write about a hobby stating what the hobby is (e.g., <i>I like cooking</i>), facts and details about it (e.g., <i>like pancake</i> [pancakes], <i>cereal, gril ches</i> [grilled cheese], <i>mac n ches</i> [macaroni and cheese]), and then add pictures of favorite foods on the printed document.  Ex. Write about a topic assigned by the teacher, clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product.</p> <p><b>Students will:</b>  <b>EEW.8.2.a-b.</b> With guidance and support, write to convey ideas and information clearly, including facts, details, and other information as well</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>quotations, or other information and examples.</p>		<p>as graphics and multimedia as needed.</p> <p>Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about the student’s hobbies, select a hobby (e.g., cooking) and then select words from the word bank (e.g., pancakes, cereal, mac n cheese [macaroni and cheese]) and use correct spelling (e.g., <i>I like to cook</i>) to write about the topic.</p> <p>Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about a class subject, write about a topic assigned by the teacher, clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product.</p> <p><b>Students will:</b></p> <p><b>EEW.8.2.a-b.</b> With guidance and support, participate in shared writing to convey ideas and information clearly, including facts, details, and other information, as well as graphics and multimedia as needed.</p> <p>Ex. Work with peers who have chosen the same topic and make choices of facts, details, and/or graphics to add to the writing product.</p> <p>Ex. Work in a group with the teacher, who offers choices and models use of voice output communication devices to encourage active participation among all group members in the shared writing, adding the student’s messages to the shared writing text.</p> <p>Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., “I go”), which the teacher types in a talking word processor as the student observes and listens.</p> <p>Ex. Point to symbols on a communication device to communicate information about transportation after school (e.g., “Mom drives”), selects from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</p>
<p>c. Use appropriate and varied transitions to</p>	<p><b>EEW.8.2.c.</b> N/A</p>	

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create cohesion and clarify the relationships among ideas and concepts.		
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.8.2.d.</b> N/A	
e. Establish and maintain a formal style.	<b>EEW.8.2.e.</b> N/A	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>EEW.8.2.f.</b> N/A	
<p><b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an</p>	<p><b>EEW.8.3.</b> Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><b>Students will:</b></p> <p><b>EEW.8.3.a-b.</b> Introduce the experience or situation, multiple characters, and multiple events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>Go to movies</i>), writing about himself (<i>me</i>) and friends (<i>JT and K</i>), and including multiple events (<i>Go in car. By popcorn [popcorn]. sit fnt [front]</i>).</p> <p>Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>).</p> <p><b>Students will:</b></p> <p><b>EEW.8.3.a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p>

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<p>event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>		<p>Ex. Write about a personal experience (e.g., <i>make bns</i> [brownies]), writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook, eat</i>).</p> <p>Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), the actions (<i>got on ships, threw tea in harbor</i>).</p> <p><b>Students will:</b>  <b>EEW.8.3.a-b.</b> With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence.</p> <p>Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (<i>siping</i> [shopping]).</p> <p>Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about &lt;event&gt;. The colonists &lt;did what two things&gt; because &lt;what were they mad about&gt;).</p> <p><b>Students will:</b>  <b>EEW.8.3.a-b.</b> With guidance and support, communicate about a personal experience.</p> <p>Ex. With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go,” which the adult writes on a sticky note and reads aloud and sticks on the page in the book.</p> <p>Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games), which the adult adds to a group chart of likes and dislikes and reads aloud to the group.</p> <p>Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy</i>) which the teacher</p>

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		will write below the photo and read aloud as the student observes.
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p><b>EEW.8.3.c.</b> N/A</p>	
<p>d. Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.</p>	<p><b>EEW.8.3.d.</b> N/A</p>	
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>EEW.8.3.e.</b> N/A</p>	
<p><b>Production and Distribution of Writing</b></p> <p><b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are</p>	<p><b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience.</p>	<p><b>Students will:</b> <b>EEW.8.4.</b> N/A</p> <p><b>Students will:</b> <b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience. Ex. Write the steps of the science experience in the group’s log.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<p>Ex. Write a response to a book read in English language arts class following the rubric provided by the teacher.</p> <p><b>Students will:</b>  <b>EEW.8.4.</b> With guidance and support, produce writing that is appropriate for the task, purpose, or audience.  Ex. Follow a set of written criteria to write a response to a book read in English language arts class.</p> <p>Ex. Use a set of guidelines and word prediction software to write a letter with an opening, body, and a closing.</p> <p><b>Students will:</b>  <b>EEW.8.4.</b> With guidance and support, produce writing for a variety of purposes.  Ex. With a switch accessible ready-made set-up on the computer, write a report about a book by making choices between 2-3 options at a time to indicate the book title (e.g., selecting the book from three pictures of book covers), state an opinion (e.g., choose from <i>good, bad, so-so</i>), and select related facts or details to add (e.g., good ending).</p>
<p><b>W.8.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p><b>Students will:</b>  <b>EEW.8.5.</b> Plan by brainstorming and revise own writing by adding more information.  Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, and, after getting feedback from peers, revise by adding additional ideas.  Ex. Develop outline before beginning the writing process (topic—favorite animals; outline three reasons for each favorite animal listed), and after getting a peer’s feedback, revise by adding to the outline.</p>

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		<p><b>Students will:</b>  <b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.  Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing.  Ex. Work with peers to plan a written report of their research project. Each takes turns reading what he/she has to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.  Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Students will:</b>  <b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.  Ex. Work with the teacher to brainstorm ideas of things to add to strengthen her writing. The teacher adds the ideas to a software-based graphic organizer and shows the student how the ideas can be used in writing.  Ex. Work with peers to brainstorm ideas for writing and record them in own writing folders to use in future writing.  Ex. Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . .,” “One question I have is . . . ?” and “One suggestion I have is . . .”), and use that feedback to revise draft with teacher guidance.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p><b>Students will:</b>  <b>EEW.8.5.</b> With guidance and support from peers and adults, write.  Ex. With guidance and support from peers, select words from a word bank to write.  Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., “Tell me the next one”) and write desired letters (“Write that one for me”).  Ex. Working with a peer on the computer, type a letter and the peer adds to the letter to create a word. Together, they compose a text.</p>
<p><b>W.8.6.</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><b>EEW.8.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	<p><b>Students will:</b>  <b>EEW.8.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.  Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Students will:</b>  <b>EEW.8.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.  Ex. Use e-mail to interact with a pen pal.  Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.  Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates.  Ex. Use a teacher-created or teacher-identified website to learn about a</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p><b>Students will:</b>  <b>EEW.8.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.  Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal.  Ex. Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p><b>Students will:</b>  <b>EEW.8.6.</b> With guidance and support, use technology to interact and collaborate with others in shared writing activities.  Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.  Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.  Ex. Use a camera to capture pictures that are then used in a story being developed by a small group, and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p><b>W.8.7.</b> Conduct short research projects to answer a question (including a self-generated</p>	<p><b>EEW.8.7.</b> Conduct short research projects to answer and pose questions based on one source of information.</p>	<p><b>Students will:</b>  <b>EEW.8.7.</b> Conduct short research projects to answer and pose questions based on multiple sources of information.  Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of their own.  Ex. Complete the K and W column of a KWL chart on a particular</p>

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<p>question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>		<p>informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>Students will:</b>  <b>EEW.8.7.</b> Conduct short research projects to answer and pose questions based on one source of information.  Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use the information to write own question in response.  Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>Students will:</b>  <b>EEW.8.7.</b> With guidance and support, conduct short research projects to answer questions based on one source of information.  Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer.  Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” <i>Water in oshun</i> [ocean]).</p> <p><b>Students will:</b>  <b>EEW.8.7.</b> With guidance and support, participate in shared research and writing to answer questions.  Ex. Use partner-assisted scanning to answer a question during reading (e.g., the teacher tells students that they are going to listen while she</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>reads in order to answer a question, “What did the main character do that is surprising?” and presents three choices. Then, the teacher reads to the place where the answer is, stops to reread the question and possible answers, and then gets a response from the student using partner-assisted scanning).</p> <p>Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” <i>Water in oshun</i> [ocean]).</p>
<p><b>W.8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>EEW.8.8.</b> Select quotes from multiple print or digital sources that provide important information about a topic.</p>	<p><b>Students will:</b>  <b>EEW.8.8.</b> Select quotes from multiple print or digital sources that state conclusions about a topic.  Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide.  Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p><b>Students will:</b>  <b>EEW.8.8.</b> Select quotes from multiple print or digital sources that provide important information about a topic.  Ex. Given a collection of articles on a social studies topic, read the articles and highlight quotes that provide important information on the topic and write notes about the information they provide.  Ex. Given a series of bookmarked websites, navigate to each site, copy/paste quotes that provide important information, and add notes on the information they provide.</p> <p><b>Students will:</b>  <b>EEW.8.8.</b> Select quotes from print or digital sources that provide information about a topic.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Highlight quotes from an informational text on a topic (e.g., <i>Harriet Tubman was the conductor on the underground railroad</i>) and add notes on the information they provide.</p> <p>Ex. Use the highlighting feature on an interactive whiteboard to highlight and save quotes from a paragraph, and then write notes on information they provide.</p> <p>Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide.</p> <p>Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p><b>Students will:</b>  <b>EEW.8.8.</b> With guidance and support during shared reading, identify when information about a topic is read.</p> <p>Ex. Use a single message voice output communication device to say, “That’s about &lt;character’s name&gt;” each time the teacher reads something about the character in the book. The teacher attributes meaning by connecting to information on the page.</p> <p>Ex. During shared reading, given a list of words (some of which are relevant in the text), identify those that are connected meaningfully, and with teacher guidance and support, determine from page and yes-or-no responses what information they provide.</p>
<p><b>W.8.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction</p>	<p><b>EEW.8.9.</b> Use information from literary and informational text to support writing.</p> <p>a. Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g.,</p>	<p><b>Students will:</b>  <b>EEW.8.9.a.</b> N/A</p> <p><b>Students will:</b>  <b>EEW.8.9.a.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”).</p> <p>Ex. After reading to compare and contrast two stories, write about the</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p>“Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”).</p>	<p>differences between the two texts.  Ex. After reading to identify which incidents in a story or drama lead to subsequent incidents, write about those incidents.  Ex. After reading two stories, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters and people in the two texts and what is the same, and then having converted the Venn diagram into an outline via the software, expand the notes as a comparison passage.</p> <p><b>Students will:</b>  <b>EEW.8.9.a.</b> With guidance and support, apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”).  Ex. After reading to compare and contrast two stories with the teacher and a small group of peers, convert the graphic organizer they created in software into a text-based outline and expand on the words to write about the ways the books are the same and different.  Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to characters in a fictional text and people in a topically related nonfiction text and what is the same, and then, with teacher guidance, turning the notes into sentences comparing the two.</p> <p><b>Students will:</b>  <b>EEW.8.9.a.</b> With guidance and support from adults and peers, participate in shared writing activities that apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”).  Ex. Working with a teacher and a small group of peers, use a sequenced message voice output device to direct peers (e.g., <i>How were they the</i></p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p><i>same? Did you write it?)</i> in asking questions to support their writing about the ways the two texts are the same and different and answer yes or no questions from the teacher about whether they agree with what the students write.</p>
<p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., “Determine whether claims in a text are fact or opinion”).</p>	<p><b>Students will:</b>  <b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., “Determine whether claims in a text are fact or opinion and identify evidence to support facts”).  Ex. Read a text to determine which claims are fact and then make a list of those facts from the text.  Ex. Read a book to determine the author’s point of view and then write about it including evidence from the text.</p> <p><b>Students will:</b>  <b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., “Determine whether claims in a text are fact or opinion”).  Ex. Read a text to determine which claims are fact and then make a list of those facts.  Ex. Read a book to determine the author’s point of view and then write about it.</p> <p><b>Students will:</b>  <b>EEW.8.9.b.</b> With guidance and support, apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., “Determine whether claims in a text are fact or opinion”).  Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts.  Ex. After reading a book with an adult to determine the author’s point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p><b>Students will:</b>  <b>EEW.8.9.b.</b> With guidance and support, participate in group writing activities applying <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., “Determine whether claims in a text are fact or opinion”).  Ex. Use voice output communication devices to interact with peers during collaborative writing projects.  Ex. Use a preprogrammed alternative keyboard and alphabet access to contribute to a small group writing project.</p>
<p><b>Range of Writing</b></p> <p><b>W.8.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>	<p><b>EEW.8.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	<p><b>Students will:</b>  <b>EEW.8.10.</b> Write routinely over extended time frames (research, reflection, and revision).</p> <p><b>Students will:</b>  <b>EEW.8.10.</b> Write routinely for a variety of tasks, purposes, and audiences.  Ex. Write a note to the principal about an upcoming event.  Ex. Write a short research report for social studies class.</p> <p><b>Students will:</b>  <b>EEW.8.10.</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.  Ex. Using word prediction software on the computer and teacher feedback, write a note to the school principal about an upcoming event.  Ex. Using word prediction software and a set of criteria, complete a short research report.  Ex. With guidance and support, write labels to go with a display for a group research project.</p> <p><b>Students will:</b>  <b>EEW.8.10.</b> With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple-message voice output device and models from an adult communication partner to make comments during group writing projects, which are written on a comments page and read aloud to the student by a peer.</p> <p>Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple-message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud to the student.</p>

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**Eighth Grade English Language Arts Standards: Speaking and Listening**

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Comprehension and Collaboration</b></p> <p><b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>EESL.8.1.</b> Listen and communicate with a variety of partners in order to discuss issues regarding the content.</p> <p>a. Come to discussions prepared to share information previously studied.</p>	<p><b>Students will:</b></p> <p><b>EESL.8.1.a.</b> Come to discussions with self-created materials or supports to use in sharing information.                      Ex. Program information into a multiple-message voice output device for use in discussion and open page with messages as discussion begins.                      Ex. Prepare note cards with pictures and words to use during a discussion.</p> <p><b>Students will:</b></p> <p><b>EESL.8.1.a.</b> Come to discussions prepared to share information.                      Ex. Practice preprogrammed messages in a multiple-message voice output device for use in discussion.                      Ex. Preview a discussion study guide prior to the discussion.</p> <p><b>Students will:</b></p> <p><b>EESL.8.1.a.</b> Prepare for discussions.                      Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., find a fact about . . . ).                      Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p><b>Students will:</b></p> <p><b>EESL.8.1.a.</b> Participate in discussions.                      Ex. Respond to others when addressed.                      Ex. Use a switch/step-by-step or symbols to make comments to others during discussions.</p>
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and</p>	<p><b>EESL.8.1.b.</b> Follow simple rules and carry out assigned roles during discussions.</p>	<p><b>Students will:</b></p> <p><b>EESL.8.1.b.</b> Follow simple rules and carry out roles during discussions.                      Ex. Lead discussion on an assigned topic by beginning the discussion and waiting for others to respond before adding more.                      Ex. Report on information requested by the group when the group leader</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>deadlines, and define individual roles as needed.</p>		<p>requests the information and respond to follow-up questions when asked.</p> <p><b>Students will:</b>  <b>EESL.8.1.b.</b> Follow simple rules and carry out assigned roles during discussions.  Ex. Present facts about the content being discussed when called on.  Ex. When assigned the role of clarifier, prepare questions (e.g., “Why do you think that is so?”) and ask them after another speaker completes a point to seek clarifying information.  Ex. When assigned the role of leader, use a preprogrammed message to begin the discussion and then keep the discussion going with other preprogrammed continuing messages.</p> <p><b>Students will:</b>  <b>EESL.8.1.b.</b> With guidance and support from adults and peers, follow simple rules for discussions.  Ex. Listen to others during discussion without interrupting.  Ex. Given a visual cue to <i>wait</i>, wait for others to finish speaking and for the visual cue to be replaced with a cue for <i>your turn</i> before adding prepared comments.</p> <p><b>Students will:</b>  <b>EESL.8.1.b.</b> With guidance and support from adults and peers, follow rules during group discussions.  Ex. Respond to others when addressed.  Ex. Use a preprogrammed, single-message voice output device to contribute a prepared comment during a group discussion.</p>
<p>c. Pose questions that connect the ideas of several speakers and respond to others’</p>	<p><b>EESL.8.1.c-d.</b> Respond to others’ questions and comments by answering questions regarding</p>	<p><b>Students will:</b>  <b>EESL.8.1.c-d.</b> Respond to others’ questions and comments by asking and answering questions regarding content.  Ex. Ask and answer questions related to a topic.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>content.</p>	<p>Ex. Tell purpose of conversation/story.</p> <p><b>Students will:</b>  <b>EESL.8.1.c-d.</b> Respond to others’ questions and comments by answering questions regarding content.  Ex. After attending an assembly, answer questions.  Ex. During a presentation by a police officer, discuss the duties of a police officer (e.g., keep safe).</p> <p><b>Students will:</b>  <b>EESL.8.1.c-d.</b> Respond to information presented by an unfamiliar person.  Ex. Answer questions to complete an assigned task.  Ex. Using voice, eye gaze to two or three symbols, or a multi-message communication system, respond when asked what student thought of a speaker’s presentation (e.g., “I liked it,” “Boring,” “Funny,” “Interesting”).</p> <p><b>Students will:</b>  <b>EESL.8.1.c-d.</b> Respond to presentations by others.  Ex. Clap when the speaker is finished.  Ex. Move head to follow the speaker when he or she moves around during presentation.</p>
<p><b>SL.8.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>EESL.8.2.</b> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.</p>	<p><b>Students will:</b>  <b>EESL.8.2.</b> Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats.  Ex. State the purpose of an informational video (e.g., “Teach us about lions”) and relate information (e.g., “Lions not many. No place to live”).  Ex. State the purpose of a graph (e.g., “Shows you what kids like to wear most”) and relate information (e.g., “Kids buy backpacks happy colors”).  Ex. Use a multiple-message voice output device to state the purpose of a presentation by a visitor (e.g., “Tell about work in city”) and relate information (e.g., “Know what jobs”).</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p><b>Students will:</b>  <b>EESL.8.2.</b> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.  Ex. State the purpose of an informational video (e.g., “Teach us about lions”).  Ex. State the purpose of a graph (e.g., “Shows you what kids like to wear most”).  Ex. Use a multiple-message voice output device to state the purpose of a presentation by a visitor (e.g., “Tell about work in city”).</p> <p><b>Students will:</b>  <b>EESL.8.2.</b> Identify the topic of information presented in oral, visual, or multimodal formats.  Ex. State the topic of an information video (e.g., “lions”).  Ex. State the topic of a graph (e.g., “things kids wear”).  Ex. Use a multiple-message voice output device to state the topic of a presentation by a visitor (e.g., “work”).</p> <p><b>Students will:</b>  <b>EESL.8.2.</b> Identify one detail or fact from information presented in oral, visual, or multimodal formats.  Ex. After watching an informational video, select from an array of choices a picture that reflects one detail or fact from the video.  Ex. After viewing and discussing a graph of things students like to wear the most, select a garment from a display of garments when asked, “What did the students like to wear?”</p>
<p><b>SL.8.3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance</p>	<p><b>EESL.8.3.</b> Determine whether claims in an oral presentation are fact or opinion.</p>	<p><b>Students will:</b>  <b>EESL.8.3.</b> Determine which claims in an oral presentation are fact and which are opinion.  Ex. After listening to an oral presentation and being provided with a list of claims from the presentation, sort them into two groups: facts and</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>		<p>opinions.  Ex. After viewing a video of an oral presentation once, watch again and, when the teacher stops the video after each claim, determine if the claim is fact or opinion.</p> <p><b>Students will:</b>  <b>EESL.8.3.</b> Determine whether claims in an oral presentation are fact or opinion.  Ex. Restate a claim made by the presenter and tell if it is true or not (e.g., “He said frogs catch flies with their tongues. Fact! My frog eats flies”).  Ex. After listening to an oral presentation and being presented with two claims from the presentation, indicate which is fact and which is opinion.</p> <p><b>Students will:</b>  <b>EESL.8.3.</b> Determine whether a single claim made by a speaker is fact or opinion.  Ex. During a conversation about a book, indicate whether a peer’s comment is fact or opinion (e.g., a peer says, “That was the best book ever!” When asked, the student can indicate if the statement is fact or opinion).  Ex. After morning announcements, when the teacher writes one of the statements that was made on the board (e.g., “The boys won the track meet”), indicate if the statement is fact or opinion.</p> <p><b>Students will:</b>  <b>EESL.8.3.</b> State own opinion on a topic.  Ex. After listening to an oral presentation, select a symbol to indicate whether it was a good or bad presentation.  Ex. After listening to an oral presentation, give a thumbs-up or thumbs-down to indicate whether it was a good or bad presentation.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.8.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EESL.8.4.</b> Present findings, including relevant details.</p>	<p><b>Students will:</b>  <b>EESL.8.4.</b> Present findings including relevant details to support claims.  Ex. Use presentation software to present information from an inquiry project including general findings (e.g., Siberian tigers are the largest animals in the cat family) and specific details (e.g., they weigh up to 1,000 lbs. and grow as long as 13 ft.).  Ex. Present findings from a science experiment (e.g., hot things make cold things warm) including details (e.g., the hot brick stayed hot and the cold pack got warm).</p> <p><b>Students will:</b>  <b>EESL.8.4.</b> Present findings, including relevant details.  Ex. Present findings from a science experiment (e.g., the cold pack got warm), including details (e.g., the hot brick stayed hot).  Ex. After reading a book to learn about an assigned topic, present information from the book, including relevant details.</p> <p><b>Students will:</b>  <b>EESL.8.4.</b> Present findings.  Ex. Presents findings from a science experiment (e.g., the cold pack got warm).  Ex. Choose from several choices about the findings of an experiment (e.g., one finding and two details) and present findings.  Ex. After viewing a video about an assigned topic for the purpose of learning two key ideas, present findings.</p> <p><b>Students will:</b>  <b>EESL.8.4.</b> With guidance and support, present findings from a group project.  Ex. Given a presentation including the findings from a group project, the student uses a switch to the advance through the slides when prompted.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Use a sequenced message device to present findings from a group project one detail at a time.</p>
<p><b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>EESL.8.5.</b> Integrate multimedia and visual information into presentations.</p>	<p><b>Students will:</b>  <b>EESL.8.5.</b> Create a presentation with multimedia and visual information integrated throughout.  Ex. After reading and viewing information about a topic, create a presentation that includes important information integrated with pictures, sounds, and other multimedia elements.  Ex. Create a display to present information on a topic that includes text, illustrations, pictures, and sounds.</p> <p><b>Students will:</b>  <b>EESL.8.5.</b> Integrate multimedia and visual information into presentations.  Ex. Given a presentation on a familiar topic, select pictures and sounds to include and select the place where they will fit in the presentation.  Ex. Given the text of a presentation displayed on an interactive whiteboard and a palette of clip art images, select images and place them into the presentation.</p> <p><b>Students will:</b>  <b>EESL.8.5.</b> Select visuals and other multimedia elements to include in a presentation.  Ex. Given an array of pictures, select pictures to include in a presentation.  Ex. Given a selection of sound clips, select the sounds to include in a presentation.</p> <p><b>Students will:</b>  <b>EESL.8.5.</b> With guidance and support, select a visual or other multimedia element to include in a group presentation.  Ex. Given a presentation created by a small group of peers and an array of possible visual supports identified by peers, select a visual to include in the</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>presentation. Ex. Given a presentation created by a group of peers and two possible sound effects to include, select a sound effect.</p>
<p><b>SL.8.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</p>	<p><b>Students will:</b> <b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated for formal situations. Ex. When discussing questions for an interview, use telegraphic speech but compose complete sentences when actually interviewing peers (e.g., the student says, “Ask name, age, favorite singer, why” then asks the following: “Hi, can you help me with a project? I need to ask you some questions. What is your name? How old are you? Who is your favorite singer? Tell me why you think that. Thanks for your help!”).</p> <p><b>Students will:</b> <b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., the student holds up the milk carton and says, “help”) to complete sentences when an adult stops to ask a question (e.g., “We can go now”). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers.</p> <p><b>Students will:</b> <b>EESL.8.6.</b> Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. After saying, “more,” expand to say, “I want more” when asked. Ex. After using a multiple-message voice output device to say, “bad class,” expand it to say, “The class was bad” when asked to say it in a complete sentence.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p><b>Students will:</b>  <b>EESL.8.6.</b> Communicate in a variety of contexts.            Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute.            Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.</p>

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**Eighth Grade English Language Arts Standards: Language**

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Conventions of Standard English</b></p> <p><b>L.8.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their functions in particular sentences.</p>	<p><b>EEL.8.1.</b> Demonstrate conventions of standard English grammar when writing or communicating.</p> <p>a. N/A</p>	
<p>b. Form and use verbs in the active and passive voice.</p>	<p><b>EEL.8.1.b.</b> Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>).</p>	<p><b>Students will:</b></p> <p><b>EEL.8.1.b.</b> Form and use the simple regular and irregular verb tenses (e.g., <i>I eat, I ate, I am eating</i>).</p> <p>Ex. Given a model of text with multiple forms of one verb (Look at me <i>run</i>. Yesterday I <i>ran</i>. Tomorrow I will go <i>running</i>. Do you like to <i>run</i>?) The student writes own book using another verb (Look at me <i>eat</i>. Yesterday I <i>ate</i>. Tomorrow I will be <i>eating</i>. Do you like to <i>eat</i>?).</p> <p><b>Students will:</b></p> <p><b>EEL.8.1.b.</b> Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>).</p> <p>Ex. In reviewing the day’s schedule, the student reports, “I did reading, I went to P.E., I ate snack, etc.</p> <p><b>Students will:</b></p> <p><b>EEL.8.1.b.</b> Use past tense verbs when writing or communicating.</p> <p>Ex. Write captions for photos showing an activity the class did identifying</p>

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		<p>the action in the photo (e.g., <i>saw movie, danced to music, cooked pizza, worked</i>).</p> <p><b>Students will:</b>  <b>EEL.8.1.b.</b> Demonstrate understanding of common verbs.  Ex. Look when asked to look.  Ex. Push the cart when asked to push it.</p>
<p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p><b>EEL.8.1.c.</b> N/A</p>	
<p>d. Recognize and correct inappropriate shifts in verb voice and mood.*[sic]</p>	<p><b>EEL.8.1.d.</b> Use appropriate verbs to match nouns.</p>	<p><b>Students will:</b>  <b>EEL.8.1.d.</b> Shift nouns and verbs to match as appropriate.  Ex. Combine two sentences that require changes to nouns and/or verbs when combined (e.g., I am going. You are going. We are going).</p> <p><b>Students will:</b>  <b>EEL.8.1.d.</b> Use appropriate verbs to match nouns.  Ex. Use appropriate forms of <i>is</i> and <i>are</i> when describing self and others.</p> <p><b>Students will:</b>  <b>EEL.8.1.d.</b> Combine verb + noun in writing or communication.  Ex. Communicate using a noun and verb (e.g., <i>man go, Sally stay</i>).  Ex. Communicate a desired activity using a noun and verb (e.g., <i>play ball, make cake</i>).</p> <p><b>Students will:</b>  <b>EEL.8.1.d.</b> Demonstrate understanding of common verbs.</p>

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<p><b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><b>EEL.8.2.</b> Demonstrate understanding of conventions of standard English when writing.</p> <p>a. Use end punctuation and capitalization when writing a sentence or question.</p>	<p>Ex. Follow verbal commands (e.g., <i>sit, go, and stay</i>).</p> <p><b>Students will:</b>  <b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing text with multiple sentences.  Ex. When writing a journal entry, start each sentence with a capital and end each sentence appropriately with a period.  Ex. Write a short story and use correct ending punctuation and capitalization throughout.</p> <p><b>Students will:</b>  <b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing a sentence or question.  Ex. Write a single sentence about an observation during science class and use a capital letter to start and a period correctly at the end of the sentence.  Ex. Write a note to a friend including the question, “John, will you go?”, capitalizing the friend’s name and the first word, and using a question mark correctly.</p> <p><b>Students will:</b>  <b>EEL.8.2.a.</b> Use a period to end a sentence and capitalize the first word.  Ex. When participating in shared writing, remind the teacher to start with a capital and end the sentence with a period.</p> <p><b>Students will:</b>  <b>EEL.8.2.a.</b> Participate in shared writing of sentences.  Ex. Make a choice from two items to complete a sentence during shared writing.</p>
<p>b. Use an ellipsis to indicate an omission.</p>	<p><b>EEL.8.2.b.</b> N/A</p>	

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c. Spell correctly.	<b>EEL.8.2.c.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	<p><b>Students will:</b>  <b>EEL.8.2.c.</b> Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.  Ex. Write a short story, use correct spelling for most words, and use complete phonetic spellings for words with two or more syllables.</p> <p><b>Students will:</b>  <b>EEL.8.2.c.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.  Ex. Spell words phonetically when writing simple sentences.</p> <p><b>Students will:</b>  <b>EEL.8.2.c.</b> Student spells common sight words correctly.  Ex. During shared writing the teacher asks, “Who can help me spell <i>can</i>?” and the student replies, c-a-n.  Ex. In own writing, student spells common sight words correctly including words like: <i>is, the, in, at, can, on</i>.</p> <p><b>Students will:</b>  <b>EEL.8.2.c.</b> Demonstrate awareness of letters and words.  Ex. Points to letters on a bulletin board in the hallway when asked, “Where are the letters?”  Ex. Points to text when asked to show me the words to read in a book.</p>
<b>Knowledge of Language</b>  <b>L.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active	<b>EEL.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use to-be verbs ( <i>am, are, is, was, were, be, become, became</i> )	<p><b>Students will:</b>  <b>EEL.8.3.a.</b> N/A.</p> <p><b>Students will:</b>  <b>EEL.8.3.a.</b> Use to-be verbs (<i>am, are, is, was, were, be, become, became</i>) accurately when writing and communicating.  Ex. Shift from “I am” to “we are” when talking an upcoming event.  Ex. Write in journal about own feelings using <i>I am</i> and those of friends</p>

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<p>and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>accurately when writing and communicating.</p>	<p>using <i>he is</i> or <i>he was</i>.</p> <p><b>Students will:</b>  <b>EEL.8.3.a.</b> Use <i>I am</i> and <i>I was</i> accurately when writing and communicating.  Ex. Report on emotions by saying, “I am happy.”  Ex. Write “I was scared” when writing about a movie they watched.</p> <p><b>Students will:</b>  <b>EEL.8.3.a.</b> Demonstrate understanding of common verbs.  Ex. Respond when asked a question using a common verb (e.g., “Do you want to go? Are you ready?”).  Ex. Point to a picture that depicts a common verb (e.g., “Show me <i>run</i>”).</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.8.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p>	<p><b>Students will:</b>  <b>EEL.8.4.a.</b> Use context to determine the meaning of a new word.  Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p><b>Students will:</b>  <b>EEL.8.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence.  Ex. Complete a maze task by using context to fill in missing words.</p> <p><b>Students will:</b>  <b>EEL.8.4.a.</b> Match vocabulary to meaning.  Ex. Match a word to its meaning.  Ex. Match a picture to word.</p> <p><b>Students will:</b>  <b>EEL.8.4.a.</b> Demonstrate an understanding of the meaning of common words.  Ex. Identify an object named by an adult.</p>

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<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p><b>EEL.8.4.b.</b> N/A</p>	
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>EEL.8.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	<p><b>Students will:</b>  <b>EEL.8.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.  Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.  Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.  Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.  Ex. Use resources to find meaning of unfamiliar words.</p> <p><b>Students will:</b>  <b>EEL.8.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.  Ex. While reading, the student points to an unfamiliar word and asks, "What's that?"  Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.</p> <p><b>Students will:</b>  <b>EEL.8.4.c.</b> Recognize a new word when encountered while reading or communicating.  Ex. While reading with a teacher, point to a word indicating that it is the</p>

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		<p>new word they just learned.</p> <p><b>Students will:</b>  <b>EEL.8.4.c.</b> Ask for help when needed.  Ex. Indicate need for help by raising hand, hitting switch, etc.  Ex. Use a switch to indicate understanding when asked, “Do you understand?” or “Do you have any questions?”  Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>EEL.8.4.d.</b> N/A</p>	
<p><b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p>	<p><b>EEL.8.5.</b> Demonstrate an understanding of word relationships.</p> <p>a. Demonstrate understanding of the use of multiple meaning words.</p>	<p><b>Students will:</b>  <b>EEL.8.5.a.</b> Use multiple-meaning words.  Ex. Use words in a communication device to convey multiple meanings (e.g., use <i>cool</i> to comment on the temperature and the shirt someone is wearing).</p> <p><b>Students will:</b>  <b>EEL.8.5.a.</b> Demonstrate understanding of the use of multiple-meaning words.  Ex. Given an array of choices, point to a second meaning of a word when the first meaning is provided (e.g., <i>draw</i> the curtains).  Ex. Describe meaning of sentences that use multiple meaning words in two ways (e.g., I had a <i>fit</i> when my shoes didn’t <i>fit</i>).</p>

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		<p><b>Students will:</b>  <b>EEL.8.5.a.</b> Demonstrate understanding of common idioms that include multiple-meaning words.  Ex. Given an array of choices, demonstrate the literal meaning of common idioms such as <i>we're cool</i> or <i>you bet</i>.</p> <p><b>Students will:</b>  <b>EEL.8.5.a.</b> Respond to a common idiom used by a peer.  Ex. Smile when a peer or teacher says, "We're cool" to indicate a positive reaction.</p>
<p>b. Use the relationship between particular words to better understand each of the words.</p>	<p><b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).</p>	<p><b>Students will:</b>  <b>EEL.8.5.b.</b> Use compound and complex words when writing and communicating.  Ex. Write a response to a reading selection that includes some compound or complex words.</p> <p><b>Students will:</b>  <b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).  Ex. Identify a picture that depicts the meaning of a compound or complex word.</p> <p><b>Students will:</b>  <b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound words.  Ex. Identify the common word(s) that is part of a compound word.</p> <p><b>Students will:</b>  <b>EEL.8.5.b.</b> Demonstrate understanding of single-syllable words that comprise compound words.</p>

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		<p>Ex. Identify a picture or other symbolic representation of a bird or house.</p> <p>Ex. Demonstrate understanding of such words as <i>walk</i> (walkway), <i>run</i> (runway), and <i>hand</i> (handstand) using actions and gestures.</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p><b>EEL.8.5.c.</b> Use descriptive words to add meaning when writing and communicating.</p>	<p><b>Students will:</b></p> <p><b>EEL.8.5.c.</b> Use a variety of descriptive words to add meaning when writing and communicating.</p> <p>Ex. Use more than one adjective when providing a description of an event.</p> <p>Ex. Given an array of adjectives, select several to use in adding more meaning to a writing assignment that is being revised.</p> <p><b>Students will:</b></p> <p><b>EEL.8.5.c.</b> Use descriptive words to add meaning when writing and communicating.</p> <p>Ex. Write simple sentences that include adjectives to describe pictures.</p> <p>Ex. Add a descriptive word to a sentence to enhance the meaning while completing a writing assignment.</p> <p><b>Students will:</b></p> <p><b>EEL.8.5.c.</b> With support to identify where descriptive words could be used, add them to writing and communication.</p> <p>Ex. Participate when, after writing a simple sentence, an adult shows the student where an adjective could be inserted and the student selects the word to insert.</p> <p>Ex. Participate when, during a shared writing activity, the teacher writes a sentence leaving a blank where an adjective could be inserted and the student selects an adjective to insert.</p> <p><b>Students will:</b></p> <p><b>EEL.8.5.c.</b> With support to identify descriptive words.</p> <p>Ex. When asked, “What color is this ball?” respond “red.”</p> <p>Ex. When asked, “How would you describe the girl in the story? Tall or</p>

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<p><b>L.8.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.</p>	<p>short?," answer consistent with story.</p> <p><b>Students will:</b>  <b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.  Ex. Describe the elements on a map using the legend as needed.  Ex. Describe steps in writing (e.g., draft, revise).</p> <p><b>Students will:</b>  <b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.  Ex. When asked questions like, "What do you learn in science?", respond, "magnet."  Ex. In an end-of-day writing wrap-up, list words and phrases learned during the day.</p> <p><b>Students will:</b>  <b>EEL.8.6.</b> Recognize an academic and domain-specific word.  Ex. Use the word calculator or ruler correctly.</p> <p><b>Students will:</b>  <b>EEL.8.6.</b> Respond to an academic or domain-specific word.  Ex. Use switches or symbols to respond to words from science (e.g., plant, animal).  Ex. After the teacher uses objects to teach new vocabulary to the class, respond to objects from science or social studies when asked.</p>