ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
Skills: ❏ Engage in conversational exchanges ❏ Express ideas on familiar topics ❏ Ask and answer *yes-no* questions ❏ Ask and answer *wh-* questions ❏ Respond using simple phrases	*Skills:* ❏ Contribute to class, group, and partner discussions ❏ Follow turn-taking rules ❏ Ask relevant questions ❏ Affirm others ❏ Add relevant information ❏ Paraphrase key ideas	*Skills:* ❏ Contribute to class, group, and partner discussions ❏ Follow turn-taking rules ❏ Ask relevant questions ❏ Affirm others ❏ Add relevant information ❏ Paraphrase key ideas ❏ Build on responses ❏ Provide useful feedback

Tulare County Office of Education
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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	*2. Interacting via written English* Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	*2. Interacting via written English* Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate
Skills: ❏ Engage in short written exchanges with peers ❏ Collaborate on simple written texts on familiar topics ❏ Use technology when appropriate	*Skills:* ❏ Engage in longer written exchanges with peers ❏ Collaborate on more detailed written texts on a variety of topics ❏ Use technology when appropriate	*Skills:* ❏ Engage in extended written exchanges with peers ❏ Collaborate on complex written texts on a variety of topics ❏ Use technology when appropriate

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
3. *Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., *I think . . . Would you please repeat that?*) and open responses.	3. *Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (*I agree with X, but . . .*) and open responses.	3. *Supporting opinions and persuading others* Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and that's a good point. I still think Y, though, because . . .*) and open responses.
Skills: ❏ Negotiate with others in conversations and open responses using learned phrases ❏ Persuade others in conversations ❏ Open responses using learned phrases (e.g., *I think . . . Would you please repeat that?*) ❏ Gain or hold the floor ❏ Ask for clarification	*Skills:* ❏ Negotiate with others in conversations and open responses using learned phrases ❏ Persuade others in conversations ❏ Open responses using learned phrases (*I agree with X, but . . .*) ❏ Provide counter-arguments	*Skills:* ❏ Negotiate with others in conversations and open responses using an appropriate register ❏ Negotiate with others in conversations ❏ Open responses using a variety of learned phrases (e.g., *I heard you say X, and that's a good point. I still think Y, though, because . . .*) ❏ Negotiate with others in conversations and open responses using indirect reported speech

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	*4. Adapting language choices* Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	*4. Adapting language choices* Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.
Skills: ❏ Adjust language choices according to social setting ❏ Adjust language choices according to social setting	*Skills:* ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience	*Skills:* ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.
Skills: With prompting and substantial support ❏ Demonstrate active listening in oral presentation activities ❏ Ask and answer basic questions	*Skills:* With occasional prompting and moderate support ❏ Demonstrate active listening in oral presentation activities ❏ Ask and answer detailed questions	*Skills:* With minimal prompting and support ❏ Demonstrate active listening in oral presentation activities ❏ Ask and answer detailed questions

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
6. Reading/viewing closely a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	**6. Reading/viewing closely** a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading grade appropriate texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	**6. Reading/viewing closely** a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Skills: With substantial support ❏ Explain ideas ❏ Explain phenomena ❏ Explain processes ❏ Explain text relationships ❏ Understand a select set of grade-level texts & multimedia ❏ Express inferences	*Skills:* With moderate support ❏ Explain ideas ❏ Explain phenomena ❏ Explain processes ❏ Explain text relationships ❏ Understand a select set of grade-level texts & multimedia ❏ Express inferences	*Skills:* With light support ❏ Explain ideas ❏ Explain phenomena ❏ Explain processes ❏ Explain text relationships ❏ Understand a select set of grade-level texts & multimedia ❏ Express inferences

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

❏ Draw conclusions ❏ Use frequently used verbs ❏ Use morphology to determine the meaning of unknown and multiple meaning words on familiar topics ❏ Use context to determine the meaning of unknown and multiple meaning words on familiar topics ❏ Use reference materials to determine the meaning of unknown and multiple meaning words on familiar topics ❏ Use visual clues to determine the meaning of unknown and multiple meaning words on familiar topics	❏ Draw conclusions ❏ Use a variety of verbs ❏ Use morphology to determine the meaning of unknown and multiple meaning words on familiar and new topics ❏ Use context to determine the meaning of unknown and multiple meaning words on familiar and new topics ❏ Use reference materials to determine the meaning of unknown and multiple meaning words on familiar and new topics ❏ Use visual clues to determine the meaning of unknown and multiple meaning words on familiar and new topics	❏ Draw conclusions ❏ Use precise academic verbs ❏ Use morphology to determine the figurative and connotative meaning of unknown and multiple meaning words on a variety of new topics ❏ Use context to determine the figurative and connotative meaning of unknown and multiple meaning words on a variety of new topics ❏ Use reference materials to determine the figurative and connotative meaning of unknown and multiple meaning words on a variety of new topics ❏ Use visual clues to determine the figurative and connotative meaning of unknown and multiple meaning words on a variety of new topics

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
7. *Evaluating language choices* Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	**7. *Evaluating language choices*** Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	**7. *Evaluating language choices*** Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.
Skills: With substantial support Explain how well writers and speakers use language to: ❏ support ideas with detailed evidence ❏ Support arguments with detailed evidence	***Skills:*** With moderate support Explain how well writers and speakers use language to: ❏ support ideas with detailed evidence ❏ to support arguments with detailed evidence	***Skills:*** With light support Explain how well writers and speakers use language to: ❏ support ideas with detailed evidence ❏ support arguments with detailed evidence

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
8. Analyzing language choices Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term *hard worker*) produce different effects on the audience.	*8. Analyzing language choices* Explain how phrasing or different words with similar meanings (e.g., describing a character as *stubborn* versus *persistent*) or figurative language (e.g., *Let me throw some light onto the topic*) produce shades of meaning and different effects on the audience.	*8. Analyzing language choices* Explain how phrasing or different words with similar meanings (e.g., *cunning* versus *smart*, *stammer* versus *say*) or figurative language (e.g., *Let me throw some light onto the topic*) produce shades of meaning, nuances, and different effects on the audience.
Skills: Explain how ❏ phrasing with similar meanings produces different effects on the audience ❏ common words with similar meanings produces different effects on the audience	*Skills:* Explain how ❏ phrasing with similar meanings produces different effects on the audience ❏ common words with similar meanings produces different effects on the audience ❏ figurative language produces different effects on the audience	*Skills:* Explain how ❏ phrasing with similar meanings produces shades of meaning, nuances, and different effects on the audience. ❏ common words with similar meanings produces shades of meaning, nuances, and different effects on the audience. ❏ figurative language produces shades of meaning, nuances, and different effects on the audience.

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
9. Presenting Plan and deliver brief informative oral presentations on concrete topics.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	*9. Presenting* Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.
Skills: ❏ Plan brief informative oral presentations on concrete topics ❏ Deliver brief informative oral presentations on concrete topics	*Skills:* ❏ Plan longer oral presentations on a variety of topics ❏ Deliver longer oral presentations on a variety of topics ❏ Use details and evidence to support ideas	*Skills:* ❏ Plan longer oral presentations on a variety of topics ❏ Deliver longer oral presentations on a variety of topics ❏ Use details and evidence to support ideas ❏ Use a growing understanding of register

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**

10. Writing
  a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.
  b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
	10. Writing
	  a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.
	  b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
		10. Writing
		  a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
		  b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Skills: Collaboratively and independently ❏ Write short literary texts ❏ Write short informational texts ❏ Write brief summaries of texts ❏ Write brief summaries of experiences ❏ Use complete sentences	*Skills:* Collaboratively and independently ❏ Write longer literary texts ❏ Write longer informational texts ❏ Use appropriate text organization ❏ Write increasingly concise summaries of texts ❏ Write increasingly concise summaries of experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively and independently ❏ Write longer and more detailed literary texts ❏ Write longer and more detailed literary informational texts ❏ Use appropriate text organization ❏ Use a growing understanding of register ❏ Write clear and coherent summaries of texts ❏ Write clear and coherent summaries of experiences ❏ Use complete and concise sentences and key words

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
11. *Justifying/arguing* a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with familiar modal expressions *(e.g., can, may).*	**11. *Justifying/arguing*** a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions *(e.g., possibly/likely, could/ would).*	**11. *Justifying/arguing*** a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions *(e.g., potentially/certainly/absolutely, should/might).*
Skills: With substantial support ❏ Justify opinions ❏ Provide some textual evidence ❏ Provide some background knowledge ❏ Express attitude with familiar modal expressions ❏ Express opinions with familiar modal expressions ❏ Temper statements with familiar modal expressions	***Skills:*** With moderate support ❏ Justify opinions ❏ Provide relevant textual evidence ❏ Provide relevant background knowledge ❏ Express attitude with a variety of familiar modal expressions ❏ Express opinions with with a variety of familiar modal expressions ❏ Temper statements with with a variety of familiar modal expressions	***Skills:*** With light support ❏ Justify opinions ❏ Provide detailed and relevant textual evidence ❏ Provide detailed and relevant background knowledge ❏ Express attitude with a variety of nuanced modal expressions ❏ Express opinions with nuanced modal expressions ❏ Temper statements with nuanced modal expressions

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
12. Selecting language resources **a.** Use a select number of general academic words (e.g., *specific, contrast*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing. **b.** Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She like*s* X. He walk*ed* to school).	*12. Selecting language resources* **a.** Use a growing set of academic words (e.g., *specific, contrast, significant, function*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. **b.** Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She like*s* walk*ing* to school. That's *im*possible).	*12. Selecting language resources* **a.** Use an expanded set of general academic words (e.g., *specific, contrast, significant, function, adequate, analysis*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. **b.** Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy→ destruc*tion*, probably→ probabil*ity*, reluctant→ reluctant*ly*).
Skills: Use a select number of general academic words to: ❏ create some precision while speaking ❏ to create some precision while speaking ❏ create some precision while writing ❏ create some precision while writing ❏ Use knowledge of morphology to appropriately select affixes in basic ways	*Skills:* Use a growing set of academic words to ❏ create precision and shades of meaning while speaking ❏ create precision and shades of meaning while speaking ❏ create precision and shades of meaning while writing ❏ to create precision and shades of meaning while writing	*Skills:* Use an expanded set of academic words to ❏ create precision and shades of meaning while speaking ❏ create precision and shades of meaning while speaking ❏ create precision and shades of meaning while writing ❏ to create precision and shades of meaning while writing

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

	❏ Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language	❏ Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	*1. Understanding text structure* Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	*1. Understanding text structure* Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.
Skills: Apply understanding of: ❏ how different text types are organized to express ideas ❏ how different text types are organized to comprehending texts ❏ different text types are organized to writing brief arguments ❏ different text types are organized to writing informative/explanatory texts ❏ different text types are organized to writing narratives	*Skills:* Apply understanding of ❏ the organizational features of different text types to comprehending texts ❏ the organizational features of different text types to writing increasingly clear and coherent arguments ❏ the organizational features of different text types to writing increasingly clear and coherent informative/explanatory texts ❏ of the organizational features of different text types to writing increasingly clear and coherent narratives	*Skills:* Apply understanding of ❏ the organizational features of different text types to comprehending texts ❏ the organizational features of different text types to writing clear and coherent arguments ❏ the organizational features of different text types to writing clear and coherent informative/explanatory texts ❏ the organizational features of different text types to writing clear and coherent narratives

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
2. Understanding cohesion a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases *(e.g., at the end, next)* to comprehending and writing brief texts.	*2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases *(e.g., for example, as a result, on the other hand)* to comprehending and writing texts with increasing cohesion.	*2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases *(e.g., for instance, in addition, consequently)* to comprehending and writing texts with increasing cohesion.
Skills: Apply knowledge of: ❏ familiar language resources for referring to make texts more cohesive ❏ familiar language resources for referring to comprehending texts ❏ familiar language resources for referring to writing brief texts ❏ of how ideas, events, or reasons are	*Skills:* Apply knowledge of: ❏ familiar language resources for referring to make texts more cohesive ❏ familiar language resources for referring to comprehending texts ❏ familiar language resources to writing texts with increasing cohesion Apply growing understanding of	*Skills:* Apply knowledge of: ❏ familiar language resources for referring to make texts more cohesive ❏ familiar language resources for referring to comprehending texts ❏ familiar language resources for referring to writing cohesive texts Apply increasing understanding of:

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Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

linked throughout a text using everyday connecting words or phrases Apply basic understanding of: ❏ how ideas, events, or reasons are linked throughout a text to comprehending brief texts ❏ how ideas, events, or reasons are linked throughout a text to writing brief texts	❏ how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases ❏ how ideas, events, or reasons are linked throughout a text to comprehending texts ❏ of how ideas, events, or reasons are linked throughout a text to writing texts with increasing cohesion	❏ how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrase ❏ how ideas, events, or reasons are linked throughout a text to comprehending texts ❏ how ideas, events, or reasons are linked throughout a text to writing texts with increasing cohesion

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
3. *Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	**3. *Using verbs and verb phrases*** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	**3. *Using verbs and verb phrases*** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.
Skills: Use a variety of: ❏ verbs in different tenses on familiar topic ❏ verbs appropriate to the text type on familiar topics ❏ verbs appropriate to the discipline on familiar topics	***Skills:*** Use a variety of: ❏ verbs in different tenses on an increasing variety of topics ❏ verbs appropriate to the text type on an increasing variety of topics ❏ verbs appropriate to the discipline on an increasing variety of topics	***Skills:*** Use a variety of: ❏ verbs in different tenses appropriate to the task, text type, and discipline on a variety of topics ❏ verbs in different voices appropriate to the task, text type, and discipline on a variety of topics ❏ verbs in different moods ❏ appropriate to the task, text type, and discipline on a variety of topics

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 8
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
4. Using nouns and noun phrases Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	***4. Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.
Skills: ❏ Expand noun phrases in basic ways to enrich the meaning of sentences ❏ Expand noun phrases in basic ways to add details about ideas, people, things, and so on	***Skills:*** ❏ Expand noun phrases in basic ways to enrich the meaning of sentences ❏ Expand noun phrases in basic ways to add details about ideas, people, things and so on	***Skills:*** ❏ Expand noun phrases in an increasing variety of ways to enrich the meaning of sentences ❏ Expand noun phrases in an increasing variety of ways to add details about ideas, people, things, and so on

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
5. Modifying to add details Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	*5. Modifying to add details* Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	*5. Modifying to add details* Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
Skills: ❏ Expand sentences with simple adverbials ❏ Provide details about a familiar activity or process	*Skills:* ❏ Expand sentences with adverbials ❏ Provide details about a familiar or new activity or process	*Skills:* ❏ Expand sentences with a variety of adverbials ❏ Provide details about a variety of familiar and new activities and processes

**Tulare County
Office of Education**
Tim A. Hire, County Superintendent of Schools

Grade 8
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*; creating complex sentences using because).	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason *(e.g., He stayed at home on Sunday to study for Monday's exam)* or to make a concession *(e.g., She studied all night even though she wasn't feeling well).*	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas *(e.g., After eating lunch, the students worked in groups while their teacher walked around the room)* or to evaluate an argument *(e.g., The author claims X, although there is a lack of evidence to support this claim).*
Skills: ❏ Combine clauses in a few basic ways ❏ Make connections between ideas ❏ Create compound sentences by joining ideas ❏ Create complex sentences by using *and, but, so*	*Skills:* ❏ Combine clauses in a few basic ways ❏ Make connections between ideas to express a reason or to make a concession ❏ Join ideas to express a reason or to make a concession	*Skills:* ❏ Combine clauses in a wide variety of ways ❏ Make connections between and join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument ❏ Join ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument

Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools

Grade 8
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
7. Condensing ideas Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, *This is a story about a girl. The girl changed the world.→* This is a story about a *girl who changed the world)* to create precise and detailed sentences.	*7. Condensing ideas* Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, *Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides.→Organic vegetables are foods that are made without chemical fertilizers or insecticides)* to create precise and detailed sentences.	*7. Condensing ideas* Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, *They destroyed the rain forest. Lots of animals died.→The destruction of the rain forest led to the death of many animals)* to create precise and detailed sentences.
Skills: ❏ Condense ideas in simple ways by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing ❏ Create precise and detailed sentences	*Skills:* ❏ Condense ideas in an increasing variety of ways through various types of embedded clauses and other ways of condensing ❏ Use various types of embedded clauses and other ways of condensing ❏ Create precise and detailed sentences	*Skills:* ❏ Condense ideas in a variety of ways through various types of embedded clauses, ways of condensing, and nominalization ❏ Create precise and detailed sentences