

## ELP Standards Student Growth Tracking Sheet for Eighth Grade

<b>Student Name:</b>						
<b>Note: L – Listening S – Speaking R – Reading W – Writing (Standards 9 &amp; 10 address the linguistic structures of English.)</b>						
<b>Proficiency Levels</b>						
		1	2	3	4	5
<b>Standard 1</b>	<b>Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b>	Date: <b>L R</b>	Date: <b>L R</b>	Date: <b>L R</b>	Date: <b>L R</b>	Date: <b>L R</b>
RL, RI, RH, RST 1,2,3,7 SL2 MP 1 SP 1	RLRI 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RH 1 Cite specific textual evidence to support analysis of primary and secondary sources. RST 1 Cite specific textual evidence to support analysis of science and technical texts. RL 2 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. RI 2 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. RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RL 3 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. RI 3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RH 3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RST 3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RL 7 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. RI 7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea RH 7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST 7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). SL 2 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. MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering)	Use a very limited set of strategies to: identify a few key words and phrases in oral communications and simple written texts	Use emerging set of strategies: to identify the main topic in oral communications and simple written texts; retell a few key details	Use strategies to: determine the central idea in oral presentations/written text; explain how the idea is supported by details/summarize text	Use strategies to: determine central ideas in oral presentations or written text; explain how central ideas are supported by details; summarize text	Use strategies to: determine ideas/themes in oral presentations/written text; explain how ideas are developed by supporting evidence; summarize text
<b>Standard 2</b>	<b>Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>
W 6 SL 1 MP 1 MP 6 SP 4 SP 6 SP 8	W 6 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 SL 1 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. 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Do short conversational/written exchanges on topics; present simple information; respond to simple questions and some wh-questions	Do short conversational/written exchanges on topics/texts; present information and ideas; respond to simple & wh-questions	Do conversations/discussions and written exchanges on topics/ texts; build others ideas; express own ideas; ask /answer questions; add relevant information	Do conversations / discussions and written exchanges on topics texts and issues; build on others ideas; express own ideas; ask/answer questions/add information/evidence; paraphrase ideas expressed	Do conversations/discussions and written exchanges on topics/ texts & issues; build on others ideas; express own ideas; pose/respond to questions; add evidence/summarize ideas/reflect on ideas

Standard 3	Speak and write about grade-appropriate complex literary and informational texts and topics	Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 2,3 SL 4 MP 1 MP 6 SP 6 SP 8	<p>W 2 Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> </ol> <p>Provide a concluding statement or section that flows from the information or explanation presented.</p> <p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences or events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ol> <p>Provide a conclusion that follows from and reflects the narrated experiences or events.</p> <p>SL 4 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>MP 1 Make sense of problems and persevere in solving them.</p> <p>MP 6 Attend to precision.</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	Communi- cate simple informatio- n	Deliver short oral presentations /write narratives/ informational texts	Deliver short oral presentations write narratives/ informational texts with details	Deliver oral present- tions; compose written narratives/inf- ormational texts; make texts with specific details	Deliver oral presentations; do written narratives/ informational texts/details ideas/informati- on
Standard 4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 1 SL 4 L 6 MP 3 MP 6 SP 4 SP 7 SP 8	<p>W 1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> </ol> <p>Provide a concluding statement or section that follows the argument presented.</p> <p>SL 4 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>	Express an opinion about a familiar topic	Construct a claim about a familiar topic; give a reason to support claim	Make a claim on a topic; introduce topic, provide supporting facts in order; make conclusion	Make a claim on topics; introduce topic; provide facts to support the claim; make conclusion	Make a claim on topics; introduce topic; provide ordered facts from claim; make conclusion

	L6 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. MP 3 Construct viable arguments and critique the reasoning of others. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information					
<b>Standard 5</b>	<b>Conduct research and evaluate and communicate findings to answer questions or solve problems</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>
W 7,8,9 SL 4 MP 1 SP 3 SP 6 SP 8	W 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W 8 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 W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).  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”). SL 4 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. MP 1 Make sense of problems and persevere in solving them. SP 3 Planning and carrying out investigations SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Gather information from a few provided sources; label collected information	Gather information from provided sources; record some data and information	Find information in print /digital source summarize/paraphrase observations/ideas/ information /labeled illustrations/diagrams/ acaacaacagraphics; cite sources	Find information in print /digital sources; use search terms; quote/ paraphrase data/conclusions of others, using charts/diagrams/graphics; cite source; Standard format for citations	Find information in print/ digital sources use search terms; evaluate source/quote data /conclusions using charts diagrams cite sources standard format for citations
<b>Standard 6</b>	<b>Analyze and critique the arguments of others orally and in writing</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>	Date: <b>L S R W</b>
RI 8 W 1b SL 3 L 6 MP 1 MP 3 SP 1 SP 6 SP 7 SP 8	RI 8 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. SL 3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. W 1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. MP 1 Make sense of problems and persevere in solving them. MP 3 Construct viable arguments and critique the reasoning of others. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information	Identify a point an author or a speaker makes	Identify main argument of author/speaker, cite one reason an author or a speaker gives to support the argument	Explain argument of author/speaker tell between claims supported by reasons and evidence from those that are not	Analyze arguments and claims in texts/speech determine if evidence supports claims cite evidence in analysis	Analyze arguments and claims in texts/ speech/ presentations determine if reasoning is sound and evidence is supports claims cite evidence in analysis
<b>Standard 7</b>	<b>Adapt language choices to purpose, task, and audience when speaking and writing</b>	Date: <b>S W</b>	Date: <b>S W</b>	Date: <b>S W</b>	Date: <b>S W</b>	Date: <b>S W</b>

<p>W 5 SL 6 L 6 MP 6 SP 1 SP 6 SP 8</p>	<p>W 5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>MP 6 Attend to precision.</p> <p>SP 1 Asking questions (for science) and defining problems (for engineering)</p> <p>SP 6 Constructing explanations (for science) and designing solutions (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	<p>Recognize the meaning of some words learned</p>	<p>Begin to: adapt language to task/audience use frequent academic words phrases in conversations and discussions</p>	<p>Begin to: adapt language/ style to purpose task audience use a wider academic words/phrases show control of style in most oral /written text</p>	<p>With ease: adapt language/ style to purpose task audience use a wider academic words/phrases keep consistent style in most oral /written text</p>	<p>With ease: adapt language/ style to purpose task audience use complex academic words to express ideas keep consistent style in oral /written text</p>
<p><b>Standard 8</b></p>	<p><b>Determine the meaning of words and phrases in oral presentations and literary and informational text</b></p>	<p>Date: L R</p>	<p>Date: L R</p>	<p>Date: L R</p>	<p>Date: L R</p>	<p>Date: L R</p>
<p>RL and RI 4 L 4,5 MP 1 SP 1 SP 8</p>	<p>RL 4 Determine the meaning of words and phrases as they are used in 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>RI 4 Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</p> <p>L 4 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>L 5 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. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>SP 1 Asking questions (for science) and defining problems (for engineering)</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	<p>Rely on native language: know meaning of a few words / simple phrases</p>	<p>Rely on native language determine meaning of words, phrases, and expressions</p>	<p>Begin to: determine meaning of academic words phrases and frequently expressions</p>	<p>With ease: determine meaning of academic words , phrases and idiomatic expressions</p>	<p>With ease: know meaning of words phrases idiomatic &amp; figurative expressions</p>
<p><b>Standard 9</b></p>	<p><b>Create clear and coherent grade-appropriate speech and text</b></p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>
<p>W 1c, 2c, 3c, 4 SL 4, 6 MP 1 MP 3 SP 7 SP 8</p>	<p>W 1c Use words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p>W 2C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W 3C Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences or events.</p> <p>W 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>With support : tell simple information of events/ topic, use</p>	<p>With support: tell events in order, introduce a topic tell facts about topic use some linking words make a</p>	<p>Tell events in order beginning middle end introduce /develop a topic with facts/ details</p>	<p>Tell detailed order of events of a process with beginning middle end develop a topic with</p>	<p>Tell a complex order of events of a process with beginning middle end develop a topic with facts/details use</p>

	<p>SL 4 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>SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>MP 1 Make sense of problems and persevere in solving them.</p> <p>MP 3 Construct viable arguments and critique the reasoning of others.</p> <p>SP 7 Engaging in argument from evidence</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	vocabulary in simple sentences	concluding statement	use transitional words to connect events ideas opinions do conclusions	facts/details use conclusions use trans-itional words phrases to connect ideas	conclusions use trans-itional words phrases to connect ideas
<b>Standard 10</b>	<b>Make accurate name use of standard English to communicate in grade-appropriate speech and writing</b>	Date:	Date:	Date:	Date:	Date:
L 1, 3 MP 6 SP 8	<p>L 1 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 function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>L 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active 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>MP 6 Attend to precision.</p> <p>SP 8 Obtaining, evaluating, and communicating information</p>	Know/ use a few nouns noun phrases verbs know/respond to simple questions	With support: use nouns pronouns verbs prepositions adjectives adverbs conjunctions prepositional phrases, make simple sentences	With support: use pronouns adverbs conjunctions prepositional phrases simple, make com-pound sentences.	Use intensive/reflexive pronouns verbs in active/passive voices use phrases/clauses in sentences know and correct dangling modifiers; make/expand complex sentences	Use intensive/reflexive pronouns verbs in active/passive voices, use phrases/clauses in sentences know correct dangling modifiers make/expand complex sentences