

## STANDARDS MAP – Basic Programs 1 and 2 English–Language Arts Content Standards Grade Eight

		Publisher Citations			Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>DOMAIN</b>		<b>READING</b>					
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT</b>					
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development</b>					
8	1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	<b>LC SE/TE: 176–177</b>  <b>PL SE/TE:</b> <b>Literary Analysis:</b> <b>Figurative Language, 671</b>  <b>Comparing Types of Description: Analogy, 772</b>  <b>Vocabulary Workshop:</b> <b>Idiom, 790–791;</b> <b>figurative language, 1166–1167</b>  <b>Writing: critical analysis (idioms, analogies, similes, metaphors), 1061</b>	<b>LC SE/TE: 120–121, 176–177, 188–189</b>  <b>PL SE/TE:</b> <b>Literary Analysis: 677, 679, 685, 687</b>  <b>Comparing Types of Description: (literal and figurative meaning): 775, 777, 778, 779</b>  <b>Literary Analysis: oral tradition (idioms), 1039</b>  <b>Literary Analysis: Metaphor and simile as components of Author’s Style, 157, 161, 169, 177</b>			
8	1.2	Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	<b>LC SE/TE: 39, 175</b>  <b>PL SE/TE:</b> <b>Vocabulary Workshop:</b> <b>Word Origins, 448–449;</b> <b>Borrowed and Foreign Words, 996–997</b>	<b>LC SE/TE: 107</b>  <b>PL SE/TE:</b> <b>Vocabulary: Word Study boxes (pre- and post-selection), Word Origins: 26, 39, 40, 51, and throughout book in main pairing selections</b>  <b>Using Dictionary and Thesaurus, 218</b>			

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8	1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	<b>LC SE/TE: 6–7, 128, 174, 176–177, 182–183</b>  <b>PL SE/TE:</b> <b>Vocabulary Workshop: Words with Multiple Meanings, 624–625</b>  <b>Reading Skill: Using Context Clues, 651, 671</b>	<b>LC SE/TE: 12–13, 14, 114–115, 20, 24–25, 38, 88, 106, 111, 116, 134, 132, 133, 140, 148–149, 154–155, 188–189, 190, 194–195, 200</b>  <b>PL SE/TE:</b> <b>Vocabulary Workshop: Practice, 449</b>  <b>Reading Skill: Using Context Clues, 655, 659, 665, 667, 679, 687</b>  <b>Test Practice: context clues, 690–691</b>  <b>After you read: Vocabulary Practice and Word Study: 39, 51</b>			
<b>STRAND</b>		<b>2.0 READING COMPREHENSION (Focus on Informational Materials)</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Informational Materials</b>					
8	2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	<b>LC SE: IC1, IC2</b>  <b>PL SE/TE:</b> <b>Informational Text: Consumer Documents, 82–84; Advertisements, 408–412; Compare and contrast features of consumer materials, 692–696; Public documents and applications, 830–834; book review and book features: structural patterns, 1064–1068</b> <b>Warranty, 769; Instruction Manual, 767</b>	<b>PL SE/TE:</b> <b>Comparing Informational texts, 85, 413, 697, 835, 1069</b>			
8	2.2	Analyze text that uses proposition and support patterns.	<b>LC SE/TE: 89, 95</b>  <b>PL SE/TE:</b> <b>Reading Skill: Fact and</b>	<b>PL SE/TE:</b> <b>Reading Skill (after you read): Fact and Opinion,</b>			

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			<b>Opinion, 555, 573</b>  <b>Writing: Evaluation of Persuasive Arguments, 571</b>  <b>Informational Text: Analyze Proposition and Support, 592–597</b>	<b>563, 569, 579, 587</b>			
<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>					
8	2.3	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	<b>LC SE/TE: 29, 43, 63, 131</b>  <b>PL SE/TE: Informational Texts: Analyze Treatment, Scope, and Organization of Ideas, 528–533</b>  <b>Evaluate Treatment, Scope, and Organization of Ideas, 1134–1141</b>  <b>Comparing Types of Organization, 534</b>  <b>Writing to Compare Types of Organization, 547</b>	<b>LC SE/TE: 18–19, 108–109, 120–121, 142–143</b>  <b>PL SE/TE: Comparing Informational Texts: Main ideas, 189</b>  <b>Compare and Contrast Features and elements, 830–835</b>			
8	2.4	Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	<b>LC SE/TE: 185</b>  <b>PL SE/TE: Reading Skill: Compare Summaries to an Original Text, 308–311</b>  <b>Reading Skill: summarize, 1023, 1035,1039</b>	<b>LC SE/TE: 179</b>  <b>PL SE/TE: Timed writing: write a summary, 189</b>  <b>Research and Technology: write a summary, 383</b>  <b>Test Practice: Nonfiction summary, 1063</b>			

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8	2.5	Understand and explain the use of a complex mechanical device by following technical directions.	<b>LC SE: IC9</b> <b>PL SE/TE:</b> <b>Information Text:</b> <b>Analyze technical directions, 766–771</b>	<b>PL SE/TE:</b> <b>How-to Essay: 548–553</b>			
8	2.6	Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	<b>LC SE: IC4, IC6, IC5</b> <b>PL SE/TE:</b> <b>Information Text: Use information to solve a problem, 82–85; Public Document, Contract, Application, 830–835</b>	<b>PL SE/TE:</b> <b>Information Text:</b> <b>consumer document, 766-771</b>  <b>Consumer Documents, 692–697</b>			
<b>SUBSTRAND</b>		<b>Expository Critique</b>					
8	2.7	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	<b>LC SE/TE: 151</b> <b>PL SE/TE:</b> <b>Comparing Types of Organization, 534</b>  <b>Writing to Compare Types of Organization, 547</b>  <b>Reading Skill: Analyze Proposition and Support, 592; Timed Writing: 597</b>  <b>Informational text: evaluate unity and coherence, 962–967; book review and book features: structural patterns, 1064–1069</b>	<b>LC SE/TE: 8–9, 15, 21, 26, 46–47, 54, 55, 58–59, 60, 61, 66, 144, 150, 151, 194–195, 196, 197, 114–115, 126–127, 129, 92–93, 99, 145, 178, 182–183, 191, 194–195, 201, 202</b>  <b>PL SE/TE:</b> <b>Learning about types of nonfiction: text organization, 464</b> <b>Reading Skill: Main Idea (consistency and support of), 501</b>  <b>Writing: Evaluation of Persuasive Arguments, 571</b>			
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Literature</b>					

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8	3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	<b>LC SE: L4</b>  <b>PL SE/TE:</b> <b>Unit Opener: Poetry (includes elements and structures of poetry as well as purposes: 638-643</b>  <b>Literary Analysis: Sound Devices, 651; Figurative Language, 670; Forms of Poetry, Lyric and Narrative, 715; Literary Analysis: Imagery, 741</b>  <b>Ballad, 1045–1048; Couplet, 641; Epic, 1078–1082; Elegy, 777–778; Ode, 685–686; Sonnet, 735–736</b>	<b>PL SE/TE:</b> <b>Literary Analysis: Sound Devices 659; 667; Literary and Fig Lang: 679; 687; Forms of Poetry, 719, 721, 724, 725, 731, 734, 737</b>  <b>Literary Analysis: Imagery, 753, 761</b>  <b>Comparing types of description, 772</b>  <b>Writing to compare description, 779</b>  <b>Writing: Lyric or narrative poem, 739; Review of three poems, 763</b>			
<b>SUBSTRAND</b>		<b>Narrative Analysis of Grade-Level-Appropriate Text</b>					
8	3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	<b>PL SE/TE:</b> <b>Literary Analysis: Plot: 25; Conflict and Resolution: 55</b>  <b>Comparing Narrative Structure: 86</b>  <b>Climax: 25</b> <b>Dialogue (Relationship to plot and subplot): 849</b>  <b>Elements of Short Stories: 234-235</b>	<b>PL SE/TE:</b> <b>Lit Analysis: Plot, Climax: 29, 32, 37, 39, 44, 47, 48, 50, 51</b>  <b>Lit Analysis: Conflict and Resolution: 61, 63, 68, 73, 74, 77</b>  <b>Elements of fiction: 6</b>  <b>After You Read: Narrative structure, 103</b>  <b>Dialogue, plot, and subplot, 879, 893, 905, 909, 913</b>			
8	3.3	Compare and contrast motivations and reactions of literary characters	<b>PL SE/TE:</b> <b>Comparing Characters</b>	<b>PL SE/TE:</b> <b>Comparing characters</b>			

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		from different historical eras confronting similar situations or conflicts.	<b>of Different Eras, 190</b>  <b>Writing to Compare Characters, 207</b>  <b>Comparing heroic characters, 1070</b>  <b>Writing to compare heroic characters, 1083</b>	<b>of different historical eras, 194, 195, 196, 198, 201, 202, 203, 206, 207</b>  <b>Comparing Types of Narrative: fictional and nonfiction narratives on Arctic life, 312, 325</b>			
8	3.4	Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	<b>PL SE/TE:</b> <b>Literary Analysis: Mood, 111; Setting, 245; Setting and Character, 815; Cultural context, 1091</b>  <b>Comparing Poetry and PL SE/TE: Prose (setting and mood), 698</b>  <b>Elements of Short Stories: 234</b>	<b>PL SE/TE:</b> <b>Literary Analysis: Mood and Setting, 119, 148, 153</b>  <b>Literary Analysis: Setting, 248, 251, 254, 256, 257, 260, 261, 266, PL SE/TE: 267, 269, 270, 273</b>  <b>Literary Analysis: Narrative Essay–setting, 475, 483, 488, 491, 497</b>  <b>Literary Analysis (after you read): Setting and Character, 825</b>  <b>Literary Analysis: Character Motivation (impact of settings on), 917, 957</b>			
8	3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	<b>PL SE/TE:</b> <b>Elements of Short Stories: 234</b>  <b>Universal theme in the story, 1014</b>  <b>Reviewing themes in</b>	<b>PL SE/TE:</b> <b>Universal theme, 236</b>  <b>Literary Analysis: theme, 385</b>  <b>Lit Analysis: theme (after you read), 393,</b>			

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			<b>American stories, 1021</b>  <b>Comparing literary works: heroism theme, 1070; similar theme, 1142</b>  <b>Writing to Compare American ideas of a hero, 1083</b>  <b>Writing to compare approaches to theme, 1155</b>	403			
8	3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	<b>PL SE/TE: Literary Analysis: Author's Style, 157; PH PL SE/TE: Sound Devices, 651; Figurative Language, 671</b>  <b>Dialect, 1030</b>  <b>Comparing Symbols, 414</b>  <b>Irony, 236</b>  <b>Comparing Imagery, 741</b>  <b>Vocabulary workshop: Figurative language, 1166–1167</b>	<b>PL SE/TE: Lit Analysis: Use of literary devices in PH PL SE/TE: author's style (After You Read), 169, 177</b>  <b>After you read: 659, 667, 753, 761</b>  <b>Lit Analysis: Figurative Language (Metaphor, Simile, Personification), 161, 677, 679, 685, 687</b>  <b>Lit Analysis: Symbols, 417, 418, 419, 420, 421, 422, 423, 424, 427, 429, 430, 431, 432, 435, 436; Comparing Symbols (After You Read), 437</b>  <b>Irony, (Critical Thinking); 243, (as component of O. Henry's style), 41</b>  <b>Allusions, 171, 1079</b> <b>Dialect, 1035, 1039 (as</b>			

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				part of Hurston’s style), 1031  Writing: critical analysis (of literary devices and idioms), 1061			
<b>SUBSTRAND</b>		<b>Literary Criticism</b>					
8	3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	<b>PL SE/TE:</b> <b>Literary Analysis: Mythology and cultural heritage/ tradition, 1023; Author’s Influences, 1111</b>  <b>Literary Analysis: Cultural Context, 1091</b>  <b>Literary Analysis: Biography and Autobiography, 501</b>  <b>Comparing Literary Works, 598–613</b>	<b>PL SE/TE:</b> <b>Research and Technology: Poet’s Profile, 763</b>  <b>After you read: 1107</b>  <b>Author’s Attitudes/ Beliefs, 169, 177, 511, 516, 519, 521, 522, 523</b>  <b>Literary Analysis, Author’s Influences, 1113, 1115, 1119, 1121, 1124, 1129</b>  <b>Literary Analysis, Mythology, 1029, 1035</b>  <b>Penguin author intros: 4–5, 8, 14, 232–233, 462–463, 466, 638–639, 644, 804–805, 808, 1010–1011, 1014</b>			
<b>DOMAIN</b>		<b>WRITING</b>					
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>Organization and Focus</b>					
8	1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	<b>LC SE/TE: 23, 85</b>  <b>LC SE: WP6</b>  <b>PL SE/TE:</b> <b>Writing: Personal Essay, 405</b>	<b>LC SE/TE: 188–189, 190, 191, 193, 197</b>  <b>PL SE/TE:</b> <b>Writing Workshop: Exposition: Response to Literature: Critical Review, 326–331</b>			

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			<b>Writing Workshop:</b> Editorial, 615; Problem-and-Solution Essay, 710; Exposition: Cause-and-Effect Essay, 1157; Exposition: Research Report, 985, 988	<b>Comparison-and-Contrast Essay, 780-787</b>  <b>Writing: Personal Narrative (intro, body, conclusion), 155</b>  <b>Creating a controlling impression: Description of a Person, 104-109; Reflective essay, 525; Newspaper article, 1131</b>			
8	1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	<b>LC SE/TE: 51</b>  <b>LC SE: WP3</b>  <b>PL SE/TE:</b> <b>Writing Workshop:</b> <b>Drafting Strategies: Use Parallel Structure, 782;</b> <b>Exposition: point by point organization, 782;</b> <b>Exposition: transitions, 1087, 1160</b>  <b>Writing Workshop:</b> <b>Revising Strategies:</b> <b>Evaluating Unity, 106;</b> <b>check for unity, 988</b>	<b>LC SE/TE: 57, 119</b>  <b>PL SE/TE:</b> <b>Writing: Biographical Sketch, 499</b>  <b>Writing Workshop:</b> <b>Drafting Strategies:</b> <b>Order events, 210</b>  <b>Writing Workshop:</b> <b>Drafting Strategies: Use consistent point of view, 210</b>  <b>Writing: Parallel Wording, Speech, 589</b>			
8	1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	<b>LC SE/TE: 91, 97, 187</b>  <b>PL SE/TE:</b> <b>Research and Technology: Summary of an Article, 383</b>  <b>Multimedia Presentation with quotations and other research sources, 525</b>	<b>LC SE/TE: 57, 119, 159</b>  <b>PL SE/TE:</b> <b>Research and Technology: Poet's Profile, 763</b>  <b>Writing: Review, 763;</b> <b>Critical analysis, 1061</b>  <b>Writing Workshop:</b> <b>Editorial, 615</b>			

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			<b>Writing Workshop: Research Report, Using sources, 983–985, 988</b>  <b>Using quotations, comparisons, anecdotes, examples and analogies as support, 618</b>				
<b>SUBSTRAND</b>		<b>Research and Technology</b>					
8	1.4	Plan and conduct multi-step information searches by using computer networks and modems.	<b>LC SE/TE: 181</b>  <b>LC SE: WP2</b>  <b>PL SE/TE: Research and Technology: Research Report, 155; Researched brochure with key word search, 179; Research letter using key word search, 1109</b>	<b>LC SE/TE: 153</b>  <b>PL SE/TE: Research the Author, 473; Multimedia Presentation, 525</b>  <b>Writing Workshop: Research Report, 983</b>			
8	1.5	Achieve an effective balance between researched information and original ideas.	<b>LC SE/TE: 187</b>  <b>PL SE/TE: Research and Technology: Brochure, 179; Mini–Anthology, 689; Poet’s Profile, 763</b>  <b>Writing workshop: Research report, 982–993; Research: Multimedia Presentation, 1084–1089</b>	<b>LC SE/TE: 159</b>  <b>PL SE/TE: Debate, 827</b>  <b>Letter about Dust Bowl or immigrant experience, 1109</b>			
<b>SUBSTRAND</b>		<b>Evaluation and Revision</b>					
8	1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	<b>LC SE/TE: 169, IC6, IC7</b>  <b>PL SE/TE: Revising Strategies, 106,</b>	<b>LC SE/TE: 23, 160–161</b>  <b>PL SE/TE: Writing: Lyric or</b>			

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			<b>212, 844, 1160</b>  <b>Word choice focus, 327</b> <b>Transitions, 499, 1087</b>  <b>Consistent point of view, 210</b>  <b>Organization, 549, 782, 440</b>	<b>Narrative Poem, 739</b>  <b>Revising Strategies, 442, 550, 618, 784, 988</b>  <b>Choosing colorful words using a thesaurus, 275</b>			
<b>STRAND</b>		<b>2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)</b>					
8	2.1	Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	<b>LC SE/TE: 85, 51</b> <b>PL SE/TE:</b> <b>Writing: Personal Narrative, 155;</b> <b>Biographical Sketch, 499; Myth, 1037</b>  <b>Writing Workshop: Autobiographical Essay, 208–215; Short Story, 438–445</b>	<b>PL SE/TE:</b> <b>Writing: New Ending, 53</b>  <b>Writing: Dialogue, 383</b> <b>Listening and Speaking: Radio Broadcast script, 53</b>			
8	2.2	Write responses to literature: a. Exhibit careful reading and insight in their interpretations. b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge.	<b>LC SE/TE: 51, 91, 97, 165, 181</b>  <b>PL SE/TE:</b> <b>Writing Workshop: Response to Literature: Critical Review, 326–331</b>  <b>Writing: Character Profile, 305; Response, 589; Review, 763; critical analysis, 1061</b>	<b>LC SE/TE: 125</b>  <b>PL SE/TE:</b> <b>Writing: Description, 275;</b>  <b>Writing to compare: narrative structure, 103; characters, 207; narratives, 325; tone, 613; poetry and prose, 707; description, 779; an adaptation, 841; heroic characters, 1083; approaches to theme, 1155</b>			
8	2.3	Write research reports: a. Define a thesis. b. Record important ideas, concepts,	<b>LC SE/TE: 159, 187</b> <b>PL SE/TE:</b> <b>Research and</b>	<b>PL SE/TE:</b> <b>Research and Technology: Research</b>			

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		and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.	<b>Technology: Bulletin board display using research, 959</b>  <b>Writing workshop: research report, 982–993; Research: Multimedia Presentation, 1084–1089</b>	<b>the author–talk show, 23; Multimedia Presentation, 525; Poet’s Profile, 763; debate, 827; Research Report, 155</b>  <b>Writing: Research Proposal, 1109</b>			
8	2.4	Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	<b>LC SE/TE: 119</b>  <b>PL SE/TE: Writing Workshop: Persuasion: Editorial, 614–621; Problem–and–Solution Essay, 708–713</b>  <b>Writing: Public Service Announcement, 827; Script for Advertisement, 959</b>	<b>PL SE/TE: Timed Writing: Advertisement, 413</b>  <b>Writing: Persuasive Speech, 1131</b>			
8	2.5	Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of documents (e.g., letter of inquiry, memorandum).	<b>LC SE: IC6, IC7, IC8</b>  <b>PL SE/TE: Writing: Public Service Announcement, 827</b>  <b>Timed writing: essay for school newspaper about volunteering/job application, 835</b>  <b>Writing workshop: Business Letter, 842–847</b>	<b>PL SE/TE: Writing: Business letter to Don Anselmo, 79</b>  <b>Informational Text: 830–834</b>			
8	2.6	Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered.	<b>LC SE/TE: 91</b>  <b>PL SE/TE: Writing Workshop: Exposition: How–to Essay, 548–553</b>	<b>PL SE/TE: Timed writing: detailed directions, 85</b>  <b>Informational Text: 766–770</b>			

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		c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.	<b>Timed writing: Answering machine directions, 771</b>				
<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
<b>STRAND</b>		<b>1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
<b>SUBSTRAND</b>		<b>Sentence Structure</b>					
8	1.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	<b>LC SE/TE: WP3–WP5</b>  <b>PL SE/TE:</b> <b>Revising Strategies: Check for Sentence Variety, 212; revising to vary sentence patterns, 785; combine sentences, 845; combining sentences, 989; revising sentences, 1161</b>  <b>Integrated Language Skills: Sentence structure, 1036</b>	<b>LC SE/TE: 193</b>  <b>PL SE/TE:</b> <b>Communications Workshop: Deliver Narrative Presentation: Appropriate sentences, 998</b>  <b>Integrated Language Skills: Revising sentences with conjunctions, 619</b>  <b>sentence variety, 1087</b>			
8	1.2	Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	<b>LC SE/TE: 193</b>  <b>PL SE/TE:</b> <b>Listening and Speaking: Speech, 589</b>  <b>Writer’s Workshop: Drafting: 616</b> <b>Writer’s Workshop: Revising: 784</b>  <b>Writing Workshop: Use Parallel Structure, 782</b>	<b>PL SE/TE:</b> <b>Writing Workshop: Juxtaposition, 781; Items in a series, 787</b>			
8	1.3	Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	<b>LC SE/TE: 164</b>  <b>PL SE/TE:</b> <b>Integrated Language Skills: Coordinating, Correlative, and</b>	<b>PL SE/TE:</b> <b>Integrated Language Skills: Grammar: Subject Complements, 668; Direct and Indirect Objects, 688; Participial</b>			

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			<b>Subordinating Conjunctions, 570, 619</b>  <b>Writer's Toolbox: Appositives, 785</b>  <b>Clauses (including subordinate), 958; Revising sentences using subordinate clauses, 989</b>	<b>Phrases, 826</b>  <b>Writing Workshop: Using appositives for clarity, 1086, in oral multimedia presentation, 1160</b>  <b>Communications Workshop: Using correlatives and subordinate clauses in oral presentations, 998</b>  <b>Phrases, Clauses, and Sentences, R40–R41</b>			
<b>SUBSTRAND</b>		<b>Grammar</b>					
8	1.4	Edit written manuscripts to ensure that correct grammar is used.	<b>LC SE: WP5</b> <b>LC SE/TE: 186</b> <b>PL SE/TE: Editing and Proofreading, 109, 445, 621</b> <b>Revising for Pronoun-Antecedent agreement: 213</b>  <b>Revising for Subject-Verb agreement: 443</b>	<b>PL SE/TE: Writer's Toolbox: Integrating Grammar Skills, 329, 551, 914</b>  <b>Editing and Proofreading, 215, 1089</b>  <b>Glossary of Common Usage: R42</b>			
<b>SUBSTRAND</b>		<b>Punctuation and Capitalization</b>					
8	1.5	Use correct punctuation and capitalization.	<b>LC SE/TE: 198</b> <b>LC SE: WP5</b> <b>PL SE/TE: Integrated Language Skills: Grammar: Common and Proper Nouns, 52; Commas, 1060; Semicolons and colons, 1108;</b>	<b>PL SE/TE: Editing and Proofreading: Capitalization of Proper Adjectives, 553; Commas, colons, and semicolons, 787; Punctuation and Capitalization, R43</b>			

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			<b>Capitalization, 1130</b>  <b>Editing and Proofreading: focus on Punctuating Dialogue, 215</b>				
<b>SUBSTRAND</b>		<b>Spelling</b>					
8	1.6	Use correct spelling conventions.	<b>LC SE: SP1–SP12, WP5</b>  <b>PL SE/TE: Integrated Language Skills: Spelling plural words, 78, 847</b>  <b>Editing and Proofreading: Check Commonly Misspelled Words, 109; Spell Tricky or Difficult Words Correctly, 331; Spelling Plurals, 847</b>	<b>LC SE/TE: 33</b>  <b>PL SE/TE: Revising: correct spellings of comparative and superlative forms, 551</b>  <b>Focus on Spelling Homophones, 713</b>  <b>Editing and Proofreading: spelling homophones, 713</b>			
<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>					
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>Comprehension</b>					
8	1.1	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	<b>LC SE: 79</b>  <b>PL SE/TE: Listening and Speaking: Evaluation Form for a Poetry Recitation, 739; Storytelling Workshop with peer analysis, 1061</b>  <b>Communications Workshop: Evaluating an Oral Presentation, 626</b>	<b>PL SE/TE: Listening and Speaking: Role Play, 79; Skit, 499</b>			
8	1.2	Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	<b>LC SE/TE: 79</b>  <b>PL SE/TE: Communications Workshop: Effective</b>	<b>PL SE/TE: Writing Workshop: Publishing and Presenting: Organize a Forum, 621</b>			

			<b>Publisher Citations</b>		<b>FOR IMAP/CRP USE ONLY</b>		
<b>Grade</b>	<b>Standard #</b>	<b>Standard</b>	<b>Primary Citations</b>	<b>Supporting Citations</b>	<b>Meets Standards</b>		<b>IMAP/CRP NOTES</b>
					<b>Y</b>	<b>N</b>	
			<b>Listening and Note-Taking, 220; Conducting Interviews, 450; Evaluating an Oral Presentation, 626 Evaluating Media Messages, 792</b>	<b>Listening and Speaking: Evaluation Form for a Poetry Recitation, 739</b>  <b>Talk about it: interview, 995</b>			
<b>SUBSTRAND</b>		<b>Organization and Delivery of Oral Communication</b>					
8	1.3	Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	<b>LC SE/TE: 45, 71, 181</b> <b>Newcomer: 2–3, 6–7, 42–43, 54–55</b> <b>Newcomer TE: 2, 8, 56, 62, 80</b> <b>PL SE/TE: Research and Technology: Oral Report, 275; Multimedia Presentation, 525</b>  <b>Listening and Speaking: Radio broadcast, 53; Skit, 499</b>  <b>Listening and Speaking: Evaluation Form for a Poetry Recitation, 739; Storytelling Workshop, 1061</b>	<b>LC SE/TE: 37, 105, 172–173</b> <b>PL SE/TE: Oral Presentation, 1037</b>  <b>Communications Workshops: Delivering a Narrative Presentation, 998; Delivering a Persuasive Speech, 1168</b>			
8	1.4	Prepare a speech outline based upon a chosen pattern or organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	<b>LC SE/TE: 193</b> <b>PL SE/TE: Listening and Speaking: Speech, 589; Persuasive speech, 1131</b>  <b>Writing Workshop: Multimedia Report: Drafting Outline, 1086</b>  <b>Communications</b>	<b>LC SE/TE: 147, 196</b> <b>PL SE/TE: Talk about it: outline a speech, 447; outline for an oral presentation, 623</b>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			<b>Workshop: Delivering a Persuasive Speech Using Multimedia, 1168</b>				
8	1.5	Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	<b>LC SE/TE: 79, 147</b>  <b>PL SE/TE: Listening and Speaking: Radio Broadcast, 53</b> <b>Communications Workshop: Deliver Narrative Presentation: word choice, 998</b>  <b>Drafting: Sensory details: 106</b> <b>Drafting: Vivid details: 210</b> <b>Using the Right Words: 327</b>  <b>Active and passive voice (in writing), 711</b>	<b>PL SE/TE: Writing Workshop: Publishing and Presenting: Oral presentation with title that grabs audience, 1089</b>  <b>Research and Technology: Oral Report (match message and vocabulary for audience), 275</b> <b>Listening and Speaking: Skit (choose correct vocabulary), 499;</b> <b>Multimedia presentation (sensory details), 525;</b> <b>Speech (word choice/ connotation), 589</b>			
8	1.6	Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	<b>LC SE/TE: 11</b>  <b>PL SE/TE: Communications Workshop: Deliver Narrative Presentation: word choice &amp; sentences, 998;</b> <b>Delivering a Narrative Presentation: connotation and denotation, 1168</b>  <b>Writing Workshop: Oral Multimedia Presentation, 1087, 1089</b>	<b>PL SE/TE: Listening and Speaking: speech, 589; Poetry recitation (enunciation and pace), 669;</b> <b>persuasive speech, 1131</b>			
8	1.7	Use audience feedback (e.g., verbal and nonverbal cues):	<b>LC SE/TE: 181</b>	<b>PL SE/TE: Listening and Speaking:</b>			

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		a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	<b>PL SE/TE: Listening and Speaking: Role Play, 79</b>  <b>Communications Workshop: Deliver Narrative Presentation: audience feedback, 998</b>	<b>Multimedia Presentation, 525; Storytelling Workshop, 1061</b>			
<b>SUBSTRAND</b>		<b>Analysis and Evaluation of Oral and Media Communications</b>					
8	1.8	Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	<b>LC SE/TE: 45, 113</b>  <b>PL SE/TE: Communications Workshop: Evaluating Media Messages, 792; Effective Listening and Note-Taking (critical listening questions), 220</b>  <b>Talk about it: evaluation of truth in media, 217</b>	<b>PL SE/TE: Communications Workshop: evaluate oral presentation, 626</b>			
8	1.9	Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	<b>LC SE: IC2</b>  <b>PL SE/TE: Talk about it: evaluation of truth in media, 217</b>  <b>Communications Workshop: Evaluating Media Messages, 792</b>  <b>Informational Texts: photo essay, cartoon, 1134–1141</b>	<b>PL SE/TE: Informational Texts: Advertisements, 408– 413</b>			
<b>STRAND</b>		<b>2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)</b>					
8	2.1	Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the	<b>LC SE/TE: 79</b>  <b>PL SE/TE: Communications Workshop: Deliver Narrative Presentation,</b>	<b>PL SE/TE: Listening and Speaking: Radio Broadcast, 53; Skit, 499; Storytelling Workshop, 1061</b>			

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		subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	<b>998</b>	<b>Writing workshop: tell your story aloud, 445</b>  <b>Talk about it: speech on a conflict, 447</b>			
8	2.2	Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge.	<b>LC SE/TE: 29, 45, 97</b>  <b>LC SE/TE: 131</b>  <b>PL SE/TE:</b> <b>Listening and Speaking:</b> <b>Oral Response, 305;</b> <b>Panel Discussion, 405</b>	<b>LC SE/TE: 199</b>  <b>PL SE/TE:</b> <b>Writing Workshop:</b> <b>publishing and presenting: book talk, 331</b>			
8	2.3	Deliver research presentations: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs.	<b>LC SE/TE: 181</b>  <b>PL SE/TE:</b> <b>Communications</b> <b>Workshop: Delivering a Persuasive Speech</b> <b>Using Multimedia, 1168</b>  <b>Research and Technology: Statistical Snapshot. 571; Oral presentation about myth (using sources), 1037</b>  <b>Writing Workshop: Multimedia Report, 1084–1089</b>  <b>Listening and Speaking: Guided Tour, 915</b>	<b>PL SE/TE:</b> <b>Research and Technology: oral report, 275; multimedia report, 525</b>  <b>Listening and Speaking: Researched debate, 827</b>  <b>Writing Workshop: Publishing and presenting: impromptu speech on research, 993</b>			
8	2.4	Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).	<b>LC SE/TE: 147</b>  <b>PL SE/TE:</b> <b>Listening and Speaking:</b> <b>Debate, 827; Persuasive</b>	<b>LC SE/TE: 147, 153</b>  <b>PL SE/TE:</b> <b>Writing workshop: publishing and</b>			

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		b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counter arguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.	<b>speech, 1131</b>  <b>Talk about it: persuasive speech, 1165</b>  <b>Communications Workshop: Delivering a Persuasive Speech Using Multimedia, 1168</b>	<b>presenting: forum, 621</b>			
8	2.5	Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.	<b>LC SE/TE: 125</b>  <b>PL SE/TE: Listening and Speaking: Poetry Recitation, 669, 739; Dramatic soliloquy, 915</b>	<b>PL SE/TE: Research the author: recite passages on audiocassette, 243</b>			

**Appendix**

**Key**  
**LC – Language Central**  
**PL – Pearson Literature**  
**SE – Student Edition**  
**TE – Teacher Edition**