

**CALIFORNIA STATE BOARD OF EDUCATION
ENGLISH/LANGUAGE ARTS CONTENT STANDARDS**

Aligned to: *Voyager Passport Reading Journeys™ II* - Eighth Grade

STANDARD	CONTENT RESOURCES
READING	
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	Writing Extension: 50, 51, 52, 53, 54
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	TE: 12, 15, 19, 89
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	TE: 28, 56, 57, 61, 88, 89, 92, 112, 171, 172, 210, 218, 257, 366, 374, 412
2.0 Reading Comprehension (Focus on Informational Materials)	
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).	TE: 234, 235, 236, 237, 239, 240, 241
2.2 Analyze text that uses proposition and support patterns	TE: 307, 308, 313, 314, 327, 329, 331, 332, 333, 334
2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas	TE: 14, 30, 36, 205, 327, 338, 339
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	TE: 159, 160, 176, 196, 204, 281, 402

2.5 Understand and explain the use of a complex mechanical device by following technical directions	This standard may be addressed through lessons on following a process: TE: 234, 235, 236, 237, 239, 240, 241
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	TE: 424 Writing Extension: 42, 44, 45
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	Writing Extension (Writing Samples): 2, 6, 10, 14, 18, 23, 28, 33, 38, 43, 51, 56, 61
3.0 Literary Response and Analysis	
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Poetry is not addressed at this level.
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	TE: 9, 24, 25, 29, 140, 143, 182
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	TE: 6, 9, 25, 29, 140, 143, 144, 182
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	TE: 9, 25, 29, 140, 143, 182
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works	TE: 13, 14, 17, 24, 25, 30, 36, 205
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	TE: 363
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	TE: 36

WRITING	
1.0 Writing Strategies	
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	Writing Extension: 17, 19, 20, 21, 27, 29, 30, 31, 46, 47, 48, 49, 53, 64, 68
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	Writing Extension: 9, 11, 12, 17, 19, 20, 21, 29, 39
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	Writing Extension: 1, 3, 4, 32, 33, 34, 35, 36, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
1.4 Plan and conduct multiple-step information searches by using computer networks and modems	TE: 241 Writing Extension (Writing and Technology): 21, 26, 36, 41, 54, 59, 65, 70
1.5 Achieve an effective balance between researched information and original ideas	This standard may be addressed during the following lessons: TE: 36, 202, 251
1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	Writing Extension: 5, 7, 8, 17, 19, 20, 21, 31, 35, 41, 45, 49, 54, 59, 65, 67
2.0 Writing Applications (Genres and Their Characteristics)	
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).	Writing Extension: 55, 56, 57, 58, 59

<p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the student's own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or to personal knowledge</p>	<p>TE: 19, 30, 53, 62, 73, 94, 102, 135, 144, 154, 176, 185, 196, 219, 230, 240, 241, 263, 274, 286, 308, 320, 334, 357, 368, 380, 402, 414, 424, 436</p>
<p>2.3 Write research reports:</p> <p>a. Define a thesis.</p> <p>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and display information on charts, maps, and graphs</p>	<p>TE: 36, 202, 251</p>
<p>2.4 Write persuasive compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments</p>	<p>TE: 62, 112, 274, 308 Writing Extension: 32, 33, 34, 35, 36, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70</p>
<p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p>	<p>TE: 236, 240, 241</p>
<p>2.6 Write technical documents:</p> <p>a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.</p> <p>b. Include all the factors and variables that need to be considered.</p> <p>c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension</p>	<p>TE: 230, 241 Writing Extension: 22, 23, 24, 25, 26</p>

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style	Writing Extension: 9, 11, 12
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	This standard may be addressed when teaching conventions: Writing Extension: 13, 15, 16
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	Writing Extension: 17, 19, 20, 21, 27, 29, 30, 31, 46, 47, 48, 49, 53, 64, 68
1.4 Edit written manuscripts to ensure that correct grammar is used	Writing Extension: 5, 7, 8, 17, 19, 20, 21, 31, 35, 41, 45, 49, 54, 59, 65, 67
1.5 Use correct punctuation and capitalization	Writing Extension: 13, 15, 16
1.6 Use correct spelling conventions	Writing Extension: 13, 15, 16

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener	Listening and Speaking Instruction: TE: 205
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose	Listening and Speaking Instruction: TE: 205
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose	TE: 205, 380

1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion	TE: 205, 380
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	Writing Extension: 50, 51, 52, 53, 54
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations	TE: 205, 380
1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	Listening and Speaking Instruction: TE: 205
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	TE: 327, 328, 329, 331, 332, 333, 334
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	This standard is not addressed at this level.
2.0 Speaking Applications (Genres and Their Characteristics)	
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 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).	Writing Extension: 58, 59

<p>2.2 Deliver oral responses to literature:</p> <p>a. Interpret a reading and provide insight.</p> <p>b. Connect the students' own responses to the writer's techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>d. Support judgments through references to the text, other works, other authors, or personal knowledge</p>	<p>The following responses to literature may be delivered orally: TE: 19, 30, 53, 62, 73, 94, 102, 135, 144, 154, 176, 185, 196, 219, 230, 240, 241, 263, 274, 286, 308, 320, 334, 357, 368, 380, 402, 414, 424, 436</p>
<p>2.3 Deliver research presentations:</p> <p>a. Define a thesis.</p> <p>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and record information on charts, maps, and graphs</p>	<p>TE: 36, 202, 251</p>
<p>2.4 Deliver persuasive presentations:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.</p> <p>c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.</p> <p>d. Maintain a reasonable tone</p>	<p>TE: 274, 308 Writing Extension: 35, 65, 67, 69</p>
<p>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</p>	<p>This standard is not addressed at this level.</p>

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