

**California State Language Arts Standards for Grade 8
Compared to K12 Language Arts Program for Grade 8**

Strand/Topic	CA State Language Arts Standards	Coverage	K12 grade, unit, lesson
CALIFORNIA CONTENT STANDARDS: READING			
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	Full	Literature Units 1, 3, 7, 10, 13 Literature Units 2, 5, 11, 14 (poetry) Composition Unit 8
	1.2 Vocabulary and Concept Development: 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	Partial	Vocabulary from Classical Roots
	1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	Full	Vocabulary from Classical Roots Literature Units 1-16
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)	2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)	Not Covered	
	2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns	Full	Composition Unit 3
	2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas	Full	Composition Unit 7 Literature Unit 10
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: 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	Not Covered	
	2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions	Not Covered	
	2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	Not Covered	
	2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	Full	Composition Units 3, 5, 7, 8
	3.1 Structural Features of Literature: determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)	Full	Literature Units 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
	3.2 Narrative Analysis of Grade-Level-Appropriate Text: 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	Full	Literature Units 3, 4, 6, 12

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3.0 LITERARY RESPONSE AND ANALYSIS	3.3 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	Full	Literature Units 7, 13, 15
	3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	Full	Literature Units 4, 6, 7, 9, 12
	3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes (e.g. good versus evil) across traditional and contemporary works	Full	Composition Unit 6 Literature Units 12, 13, 14
	3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work	Full	Literature Units 3, 4, 5, 6
	3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)	Full	Literature Units 1, 9
CALIFORNIA CONTENT STANDARDS: WRITING			
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style	Full	Expected throughout Composition Units
	1.2 Sentence Structure: identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis	Full	Composition Unit 8
	1.3 Sentence Structure: use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	Full	Expected throughout Composition Units
	1.4 Grammar: edit written manuscripts to ensure that correct grammar is used	Full	Expected throughout Composition Units
	1.5 Punctuation and Capitalization: use correct punctuation and capitalization	Full	Expected throughout Composition Units
	1.6 Spelling: use correct spelling conventions	Full	Expected throughout Composition Units
1.0 WRITING STRATEGIES	1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	Full	Composition Units 3, 8
	1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	Full	Composition Units 2, 3, 5, 6, 7, 8
	1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	Full	Composition Units 3, 5, 7
	1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	Full	Expected throughout Composition Units

