DataWORKS Educational Research

English Language Development

Learning Objectives & Vocabulary



GRADE 8

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Introduction – Learning Objectives

Learning Objectives

A Learning Objective is a statement that describes what students will be able to do at the end of the lesson, independently and successfully, as a result of instruction.

Importance of Learning Objectives

- Defines the purpose of the entire lesson
- Ensures that the Independent Practice matches
- Verifies that the lesson matches a standard
- Prevents lessons from becoming activities rather than content
- Focuses students' attention when taught

Crafting Learning Objectives from English Language Development Standards

The English Language Development Learning Objectives crafted from the English Language Development Standards contain **three major parts**:

Skills – measurable verbs that match Independent Practice (*identify*, *write*, *calculate*) **Concepts** – topic or big idea of the lesson, usually nouns (*decimal*, *figurative language*) **Context** – restricting condition or how to do it (*using a number line*, *in a poem*)

Grade 8 ELD Learning Objectives Overview

Domain		Lea	rning Objectives	
Domain	Standards	Emerging	Expanding	Bridging
Part I: Interacting in Meaningful Ways				
A Collaborative C	4			
C.1 Exchanging information/ideas		2	3	4
C.2 Interacting via written English		1	1	1
C.3 Supporting opinions and persuading others		1	1	1
C.4 Adapting language choices		1	1	1
B Interpretive I	4			
I.5 Listening actively		2	2	2
I.6 Reading/viewing closely		12	12	12
I.7 Evaluating language choices		2	2	2
I.8 Analyze language choices		1	2	2
C Productive P	4			
P.9 Presenting		2	2	2
P.10 Writing		5	5	5
P.11 Justifying/arguing		2	2	2
P.12 Selecting language resources		3	3	3
Part II: Learning About How English Wo	orks			
A Structuring Cohesive Texts SCT	2			
SCT.1 Understanding text structure		4	4	4
SCT.2 Understanding cohesion		3	3	3
B Expanding and Enriching Ideas EEI	3			
EEI.3 Using verbs and verb phrases		2	3	4
EEI.4 Using nouns and noun phrases		1	1	1
EEI.5 Modifying to add details		1	1	1
C Connecting and Condensing Ideas CCI	2			
CCI.6. Connecting ideas		2	2	3
CCI.7 Condensing ideas		1	1	1
Part III: Literacy in an Alphabetic Writin	g System			
Total	19	48	51	54



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Emerging	Expanding	Bridging
8.C.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.	Contribute to class, group, and partner discussions by following turn - taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key 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.
EME C.1.1 Ask questions. EME C.1.2 Answer questions.	EXP C.1.1 Ask questions. EXP C.1.2 Affirm other students. EXP C.1.3 Add relevant information.	BRI C.1.1 Ask questions. BRI C.1.2 Affirm other students. BRI C.1.3 Add relevant information. BRI C.1.4 Provide feedback.
8.C.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. EME C.2 Write short passages.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate EXP C.2 Write passages.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. BRI C.2 Write passages.
1 0	LAT 6.2 Write passages.	DRI G.2 White passages.
8.C.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.	Negotiate with or persuade others in conversations (e.g., to provide counter - arguments) using learned phrases (I agree with X, but) and open responses.	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.
EME C.3 Use persuasion.	EXP C.3 Use persuasion.	BRI C.3 Use persuasion.
8.C.4 Adapting language choices		
Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.
EME C.4 Adjust language choices.	EXP C.4 Adjust language choices.	BRI C.4 Adjust language choices.



В.	Interpretive

Emerging	Expanding	Bridging
<u> </u>	Expanding	Bridging
8.1.5 Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.	
EME I.5.1 Ask questions in oral presentations. EME I.5.2 Answer questions in oral presentations.	EXP I.5.1 Ask questions in oral presentations. EXP I.5.2 Answer questions in oral presentations.	BRI I.5.1 Ask questions in oral presentations. BRI I.5.2 Answer questions in oral presentations.
8.I.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. EME I.6.a.1 Explain ideas. EME I.6.a.2 Explain phenomena. EME I.6.a.3 Explain processes. EME I.6.a.4 Explain text relationships.	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. EXP I.6.a.1 Explain ideas. EXP I.6.a.2 Explain phenomena. EXP I.6.a.3 Explain processes. EXP I.6.a.4 Explain text relationships.	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. BRI I.6.a.1 Explain ideas. BRI I.6.a.2 Explain phenomena. BRI I.6.a.3 Explain processes. BRI I.6.a.4 Explain text relationships.
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).	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).	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).
EME I.6.b.1 Express inferences. EME I.6.b.2 Express conclusions.	EXP I.6.b.1 Express inferences. EXP I.6.b.2 Express conclusions.	BRI I.6.b.1 Express inferences. BRI I.6.b.2 Express conclusions.



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Emerging	Expanding	Bridging
8.I.6 Reading/viewing closely	,	3 3
	base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple - meaning words on familiar and new topics.	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.
EME I.6.c.1 Use morphology to determine the meaning of unknown words. EME I.6.c.2 Use suffixes to determine the meaning of unknown words. EME I.6.c.3 Use context to determine the meaning of unknown words. EME I.6.c.4 Use reference materials to determine the meaning of unknown words. EME I.6.c.5 Use visual cues to determine the meaning of unknown words.	EXP I.6.c.1 Use morphology to determine the meaning of unknown words. EXP I.6.c.2 Use suffixes to determine the meaning of unknown words. EXP I.6.c.3 Use context to determine the meaning of unknown words. EXP I.6.c.4 Use reference materials to determine the meaning of unknown words.	BRI I.6.c.1 Use morphology to determine the meaning of unknown words. BRI I.6.c.2 Use suffixes to determine the meaning of unknown words. BRI I.6.c.3 Use context to determine the meaning of unknown words. BRI I.6.c.4 Use reference materials to determine the meaning of unknown words. BRI I.6.c.5 Use visual cues to determine the meaning of unknown words.
EME I.6.c.6 Determine the meaning of multiple-meaning words.	EXP I.6.c.6 Determine the meaning of multiple-meaning words.	BRI I.6.c.6 Determine the meaning of multiple-meaning words.
8.I.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	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.	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
EME I.7.1 Explain language used to support ideas. EME I.7.2 Explain language used to support arguments.	EXP I.7.1 Explain language used to support ideas. EXP I.7.2 Explain language used to support arguments.	BRI I.7.1 Explain language used to support ideas. BRI I.7.2 Explain language used to support arguments.
8.I.8 Analyze 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.	persistent) or figurative language (e.g., Let me throw some light onto the topic.) produce shades of meaning and	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.
EME I.8 Explain how words produce different effects.	EXP I.8.1 Explain how words produce different effects. EXP I.8.2 Explain how words produce shades of	BRI I.8.1 Explain how words produce different effects. EXP I.8.2 Explain how words produce shades of meaning.

Grade 8 – Part I: Interacting in Meaningful Ways



C. Productive

Emerging	Expanding	Bridging
8.P.9 Presenting		
Plan and deliver brief informative oral presentations on concrete topics.	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	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.
EME P.9.1 Plan an oral presentation.	EXP P.9.1 Plan an oral presentation.	BRI P.9.1 Plan an oral presentation.
EME P.9.2 Deliver an oral presentation.	EXP P.9.2 Deliver an oral presentation.	BRI P.9.2 Deliver an oral presentation.
8.P.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.	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.	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.
EME P.10.a.1 Write a narrative. EME P.10.a.2 Write a persuasive text. EME P.10.a.2 Write informative text.	EXP P.10.a.1 Write a narrative. EXP P.10.a.2 Write a persuasive text. EXP P.10.a.2 Write informative text.	BRI P.10.a.1 Write a narrative. BRI P.10.a.2 Write a persuasive text. BRI P.10.a.2 Write informative text.
b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	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).
EME P.10.b.1 Write a summary. EME P.10.b.2 Write about an experience.	EXP P.10.b.1 Write a summary. EXP P.10.b.2 Write about an experience.	BRI P.10.b.1 Write a summary. BRI P.10.b.2 Write about an experience.
8.P.11 Justifying/arguing		
a) Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.	a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support.	a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.
EME P.11.a Justify opinions.	EXP P.11.a Justify opinions.	BRI P.11.a Justify opinions.
b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).	b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely, should/might).
EME P.11.b Express opinions using modals.	EXP P.11.b Express opinions using modals.	BRI P.11.b Express opinions using modals.



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Emerging	Expanding	Bridging
8.P.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.	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.	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.
EME P.12.a.1 Use academic words.	EXP P.12.a.1 Use academic words.	BRI P.12.a.1 Use academic words.
EME P.12.a.2 Use content words.	EXP P.12.a.2 Use content words.	BRI P.12.a.2 Use content words.
b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible.)	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy -> destruction, probably -> probability, reluctant -> reluctantly).
EME P.12.b Select appropriate affixes.	EXP P.12.b Select appropriate affixes.	BRI P.12.b Select appropriate affixes. Determine the Meaning of Words Using ROOTS & AFFIXES

Grade 8 – Part II: Learning About How English Works



A. Structuring Cohesive Texts

Emerging	Expanding	Bridging
8.SCT.1 Understanding text structure		
writing brief arguments, informative/explanatory texts and narratives.	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.	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.
EME SCT.1.1 Analyze arguments. EME SCT.1.2 Analyze informative text. EME SCT.1.3 Analyze explanatory text. EME SCT.1.4 Analyze narratives. 8.SCT.2 Understanding cohesion	EXP SCT.1.1 Analyze arguments. EXP SCT.1.2 Analyze informative text. EXP SCT.1.3 Analyze explanatory text. EXP SCT.1.4 Analyze narratives.	BRI SCT.1.1 Analyze arguments. BRI SCT.1.2 Analyze informative text. BRI SCT.1.3 Analyze explanatory text. BRI SCT.1.4 Analyze narratives.
referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.		pronouns, synonyms, or nominalizations are used to refer
EME SCT.2.a Make texts more cohesive.	EXP SCT.2.a Make texts more cohesive.	BRI SCT.2.a Make texts more cohesive.
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.	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.	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
EME SCT.2.b.1 Identify connecting words. EME SCT.2.b.2 Use connecting words.	EXP SCT.2.b.1 Identify connecting words. EXP SCT.2.b.2 Use connecting words.	BRI SCT.2.b.1 Identify connecting words. BRI SCT.2.b.2 Use connecting words. 18 Use Effective Transitions

Grade 8 – Part II: Learning About How English Works



B. Expanding and Enriching Ideas

Emerging	Expanding	Bridging
. EEI.3 Using verbs and verb phrases		
Use a variety of verbs in different tenses (e.g., present, ast, future) and aspects (e.g., simple, progressive) ppropriate for the text type and discipline (e.g., simple ast and past progressive for recounting an experience) in familiar topics.	Use a variety of verbs in different tenses (e.g., present, past, future) and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	Use a variety of verbs in different tenses (e.g., present, past, future), aspects (e.g., simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate for 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
EME EEI.3.1 Use simple verb tenses.	EXP EEI.3.1 Use simple verb tenses.	BRI EEI.3.1 Use simple verb tenses.
EME EEI.3.2 Use progressive verb tenses.	EXP EEI.3.2 Use progressive verb tenses. EXP EEI.3.3 Use perfect verb tenses.	BRI EEI.3.2 Use progressive verb tenses. BRI EEI.3.3 Use perfect verb tenses. BRI EEI.3.4 Use verbs that express different moods.
. EEI.4 Using nouns and noun phrases	'	1
Expand noun phrases in basic ways (e.g., adding a sensory djective to a noun) in order to enrich the meaning of entences and add details about ideas, people, things, etc.	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, etc.	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, etc.
EME EEI.4 Expand sentences using noun phrases.	EXP EEI.4 Expand sentences using noun phrases.	BRI EEI.4 Expand sentences using noun phrases.
. EEI.5 Modifying to add details		
Expand sentences with simple adverbials (e.g., adverbs, dverb phrases, prepositional phrases) to provide details e.g., time, manner, place, cause) about a familiar activity r process.	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.	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.
		-

Grade 8 – Part II: Learning About How English Works



c. Connecting and Condensing Ideas

Emerging	Expanding	Bridging
8. CCI.6 Connecting ideas		
between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).	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.).	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.).
EME CCI.6.1 Create compound sentences. EME CCI.6.2 Create complex sentences.	EXP CCI.6.1 Create compound sentences. EXP CCI.6.2 Create complex sentences.	BRI CCI.6.1 Create compound sentences. BRI CCI.6.2 Create complex sentences. BRI CCI.6.3 Create compound-complex sentences. Use Varied Sentence Openings
8. CCI.7 Condensing ideas		
is a story about a girl. The girl changed the world. This is a story about a girl who changed the world.) to create	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.	
EME CCI.7 Combine clauses.	EXP CCI.7 Combine clauses.	BRI CCI.7 Combine clauses

Grade 8 – Part III: Using Foundational Literacy Skills



Literacy in an Alphabetic Writing System

	Phonological Awareness		
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
	Print concepts, Phonics & Word Recognition, Fluency		
Print Skills	No or little native language literacy	Students will need instruction in print concepts	
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).	
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).	

DataWORKS

Common Core

Conversational Vocabulary

Should be taught in emerging ELD lessons.

Includes High-Frequency Words:

see, you, like, hello, house, car, boy, girl, school, etc.

Academic Vocabulary

Types of Vocabulary

(used across all disciplines)

distinguish, corresponds, combine, separate, analysis, symbolic

Often not taught in **Textbooks**

Content **Vocabulary**

(content specific)

main idea, thesis statement, denominator, linear equation, Civil War, separation of powers, mitosis, cell wall, Solar System

Taught during Concept Development in a Well-Designed lesson

Support Vocabulary

(students need definitions to support reading, but students don't need to learn the word)

halibut, hammock, port, starboard

Often over-emphasized in Textbooks.

Common Core Tier One words

(everyday speech)

Emerging ELD

Common Core Tier Two words

(general academic words)

Informational text relative, vary, formulate, specificity, accumulate Technical text calibrate, itemize, periphery Literary text misfortune, dignified, faltered, unabashedly

Common Core Tier Three words

(domain-specific words)

lava, legislature, circumference, aorta

Number of NEW Words that should be taught per lesson:

K – 1st 2-3 words 2nd - 3rd 3-4 words $4^{th} - 6^{th}$ 5-6 words 7th - 12th 6-7 words

Adapted from: How the Brain Learns by David Sousa

Reading Success

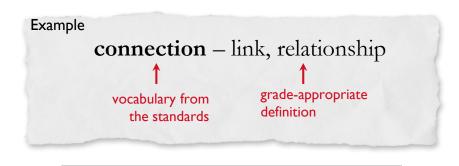
Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

Words Known	Comprehension
Most common 2000 words	80%
Plus 570 Academic Vocabulary Words	90%
Plus Remaining Content and Support Vocabulary	95-100%

* DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example *area* is an academic vocabulary word when referring to area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the ELD State Standards and extracted the **most important Academic** and **Content** area vocabulary. These vocabulary lists:

- Should be used when designing ELD lessons.
- Are broken down into Academic and Content Vocabulary. Some words can be both.
- Feature grade-appropriate definitions.
- Note the frequency of each word within the standards (in parentheses after the word if the word is used more than once).



In addition, the DataWORKS Word Lists (by grade level) can be found at www.dataworks-ed.com/resources.

Academic Vocabulary — Grade 8 ELD (from the Common Core Standards)



abstract (BRI) – exist as an idea only
according (EME, BRI) – agrees with a plan
active (EME) – doing something
activity (EME) – something that is done to achieve a goal
adjust (EME, EXP, BRI) – to change something slightly
apply (EME, EXP, BRI) – to use an idea or process
appropriate (EME, EXP, BRI) – correct or relevant
argument (EME) – use of reason with evidence for a
discussion or writing
aspect (EXP) – a particular part or feature of something
audience (EME) – people who watch and listen to someone



background (EXP) – past events that explain why something happens or who someone is
base (EXP) – idea from which something can develop
brief (EME) – continuing for a short time



choice (BRI) – to choose between several things **clarification** (EME) – explain or make clearer **clear** (BRI) – to explain well **close** (EXP) – to end

coherent (BRI) – all parts make sense
collaborate (EXP) – to work together
combine (EME, EXP, BRI) – to have different qualities at the same time
complete (BRI) – including all parts with nothing missing
comprehend (EME) – to understand
concise (BRI) – short, with no unnecessary words
concrete (EME, BRI) – something that can be experienced with the five senses
condense (EME, EXP, BRI) – to make something shorter
connect (EME) – to join two or more things together
contribute (EXP, BRI) – to help make something happen
conversation (EME, EXP) – an informal talk
cues (EXP) – words that signal



deliver (EME, EXP, BRI) – to give a talk
demonstrate (EME, EXP, BRI) – show how something is done
describe (BRI) – to give details
detail (EME, BRI) – one of many small facts
determine (EME, EXP) – to find out the facts about something; to figure out how to do something

Academic Vocabulary — Grade 8 ELD (from the Common Core Standards)



different (EME, EXP, BRI) – not like someone else **discussion** (BRI) – a conversation **draw** (EME) – to produce a picture of something



effect (EME) – the way in which an event changes someone engage (EME, EXP, BRI) – to become involved enrich (EME) – to improve the quality of something evaluate (BRI) – to judge something exchange (EME, EXP) – giving and receiving something expand (EME, EXP, BRI) – to become larger experience (EME) – something that happens to you explain (EME, EXP, BRI) – to say clearly express (EME, EXP, BRI) – to show what you are thinking extend (BRI) – made longer or bigger



familiar (EME, EXP, BRI) – well known to you **feedback** (BRI) – advice **frequent** (EME) – very often or many times



include (BRI) – to make part of something
 increase (EXP, BRI) – go up in amount, number, or degree
 information (EME, EXP, BRI) – knowledge of facts about something



justify (EXP) – show to be correct



key words (EXP) – signal wordsknowledge (EME, EXP) – what someone knows; an area of study, as in math knowledge

Academic Vocabulary — Grade 8 ELD (from the Common Core Standards)



language (EME, EXP, BRI) – a system of communication that can be written or spokenlink (EME) – connect



manipulate (BRI) – to make someone or an object behave as you want; originally by using your hands
meaning (BRI) – the message that is intended
minimal (BRI) – almost none
moderate (EXP) – in between
multimedia (EME, EXP) – using several different methods
of giving information



naturally (BRI) – in a normal way negotiate (EME, EXP, BRI) – to discuss something to reach an agreement



occasional (EXP) – happens sometimes oral (EME) – spoken, not written organized (EME, EXP, BRI) – arranged or ordered well



paraphrase (EXP) – to express in a shorter form in your own words

persuade (BRI) – to make someone decide to do something **plan** (EME, EXP, BRI) – a set of actions to achieve something

precise (EME, EXP) - information that is clear and correct
present (EXP, BRI) - speaking in front of a group to tell
them information

produce (BRI) – to make somethingprompt (EME, EXP, BRI) – to encourage someoneprovide (EME, EXP, BRI)– to give something to someone



relationship (EXP, BRI) – the way in which two or more things are connected

relevant (EXP, BRI) – directly related to the subject reported (BRI) – a written or spoken description of a situation

resource (EME, EXP, BRI) – a book, film, or picture **response** (EME, BRI) – something that is done as a reply

Academic Vocabulary — Grade 8 ELD (from the Common Core Standards)



select (EME, BRI) – to make a choice
similar (EME, EXP) – like something else
simple (EME) – not difficult to do
speaker (EME, EXP) – someone who makes a formal speech
specific (EXP, BRI) – affecting only one thing; precise
substantial (EME) – large in amount or number
support (EME, EXP, BRI) – approval, encouragement



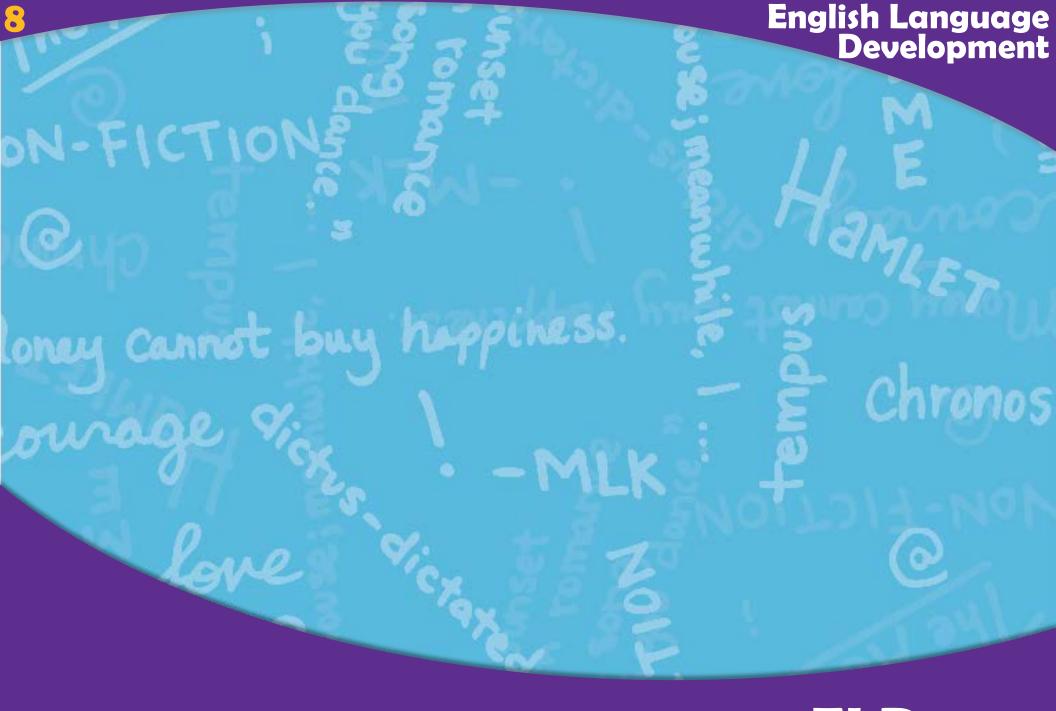
task (BRI) – job technology (EME, EXP, BRI) – electronic and digital products temper (EME, EXP, BRI) – to make something less extreme



understand (EME) – to know what something means



variety (EME, EXP, BRI) – a lot of things of the same type that are differentview (EXP, BRI) – to look at something carefully





GRADE 8