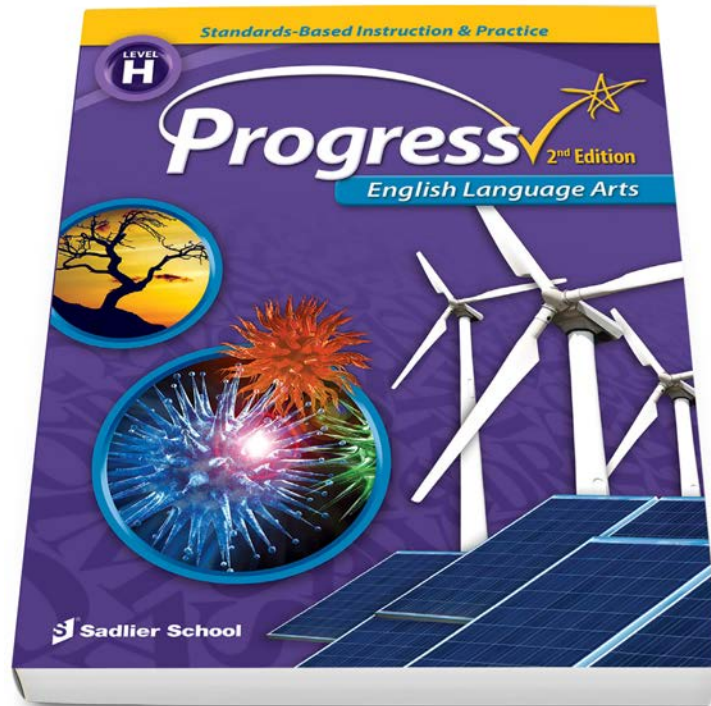


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to the New York State Next Generation  
English Language Arts Learning Standards

Grade 8



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## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8<sup>TH</sup> GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL H / GRADE 8

### Key Ideas and Details

**8RI:** Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

#### **READING LITERARY TEXTS**

##### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Analyzing Meaning: "My Odyssey" (Greek Mythology)—pp. 12–19
- Chapter 1 Review: "Searching for Treasure"/"Searching for Ghosts"—pp. 39–40

##### **DIGITAL RESOURCES**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Analyzing Meaning
- Additional Practice
  - Chapter 1 Analyzing Meaning: "Cold Hard Cash" (Realistic Fiction)
- Assessments
  - Comprehension Check
    - Chapter 1 Analyzing Meaning: "The Madness of Odysseus" (Greek Epic)
- Close Reading Practice
  - Chapter 1 "One Step Closer to Freedom" (Historical Fiction)
  - Chapter 1 Close Reading Lesson Plan
- Parent Resources
  - Chapter 1 Home Connect
  - Chapter 1 Home Connect On the Go: Text Clues and Inferences (graphic organizer)

#### **READING INFORMATIONAL TEXTS**

##### **STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Drawing Inferences: "American Women and the Right to Vote" (Explanatory Text)—pp. 44–51
- Chapter 2 Review: "World War I"/"Address to Congress (April 2, 1917)"—pp. 71–72

##### **DIGITAL RESOURCES**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Chapter 2 Drawing Inferences
- Additional Practice
  - Chapter 2 Drawing Inferences: "Fannie Lou Hamer" (Biography)
- Assessments
  - Comprehension Check
    - Chapter 2 Drawing Inferences: "Writing for Reform A Look at the Works of Upton Sinclair" (Biography)
- Instructional Videos
  - Chapter 2 Drawing Inferences

*continued*

## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech)</li> <li>◦ Chapter 2 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect On the Go: What I Can Infer from the Text (graphic organizer)</li> </ul> </li> </ul>
<p><b>8R2:</b> Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27</li> <li>• Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Analyzing Theme and Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Analyzing Theme and Summarizing: “The Lost City” (Adventure)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Analyzing Theme and Summarizing: “The Elephant in the Dark” (Indian Fable)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction)</li> <li>◦ Chapter 1 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> <li>◦ Chapter 1 Home Connect Activity: Characters, Setting, Plot, and Theme (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Central Ideas/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 52–59</li> <li>• Chapter 2 Review: “World War I”/“Address to Congress (April 2, 1917)” —pp. 71–72</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining Central Ideas/Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining Central Ideas/Summarizing: “Shall Not Be Denied” (Narrative Nonfiction)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Analyzing Relationships in a Text</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Analyzing Relationships in a Text: “The War Effort at Home” (Public Service Announcement)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Analyzing Relationships in a Text: “Principles of Conservation” (Persuasive Text)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Analyzing Relationships in a Text</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech)</li> <li>◦ Chapter 2 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect Activity: Connect Text to Individuals, Ideas, and Events (graphic organizer)</li> </ul> </li> </ul>

### Craft and Structure

<p><b>8R4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&amp;RL)</p>	<p style="text-align: center;"><b><i>READING LITERARY TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83</li> <li>• Chapter 3 Review: “On the Trail”/On the Road”—pp. 103–104</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Analyzing Word Choice</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Word Choice: “At Hatteras” (Poem)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Word Choice: “How the World Was Made” (Cherokee Folktale)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect Activity: Figurative Language: Metaphor, Simile, Allusion, Personification, Connotation, and Analogy (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>
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## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115</li> <li>• Chapter 4 Review: “The VSC 1”/Microcars”—pp. 135–136</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Understanding Technical Language</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Understanding Technical Language: “Bird Migration” (Science Journal Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Understanding Technical Language: “Fighting Disease” (Brochure)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect</li> <li>◦ Chapter 4 Home Connect Activity: Understanding Technical Language Using Context Clues (graphic organizer)</li> </ul> </li> </ul>
<p><b>8R5:</b> In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 84–91</li> <li>• Chapter 3 Review: “On the Trail”/“On the Road”—pp. 103–104</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Comparing and Contrasting Text Structures</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Comparing and Contrasting Text Structures: “Last Run” (Short Story)/“Road Trip” (Drama)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Comparing and Contrasting Text Structures: “Hike!” (Short Story)/“Going to Grandma’s” (Short Story)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 116–123</li> <li>• Chapter 4 Review: “The VSC 1”/Microcars”—pp. 135–136</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 4 Analyzing Text Structure</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 4 Analyzing Text Structure: “Sorry, Pluto” (Editorial)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Analyzing Text Structure: “Where Are All the Honeybees?” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect</li> <li>◦ Chapter 4 Home Connect On the Go: Analyze the Development of an Idea (graphic organizer)</li> </ul> </li> </ul>
<p><b>8R6:</b> In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 92–99</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View:</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View: “My Summer with Daniel Boone” (Realistic Fiction)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View: “World’s Fair” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
<p>In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>	<p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Point of View and Purpose: "Seaweed to the Rescue!" (Persuasive Essay)—pp. 124–131</li> <li>• Chapter 4 Review: "The VSC 1"/Microcars"—pp. 135–136</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Point of View and Purpose</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Point of View and Purpose: "Friday's Vote for Our Cycling Future" (Letter to the Editor)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Point of View and Purpose: "We Must Protect Our Ears" (Opinion Piece)</li> </ul> </li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Chapter 4 Determining Point of View and Purpose</li> </ul> </li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>◦ Chapter 4 "The Wonders of Medical Imaging" (Magazine Article)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 4 Home Connect</li> <li>◦ Chapter 4 Home Connect Conversation Starter: Determine Author's Point of View (graphic organizer)</li> </ul> </li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>8R7:</b> Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Adaptations of Fiction: "The Open Window" adapted from the 1911 short story by Hector Hugh Munro (Saki) (Short Story)/"The Open Window" (Drama)—pp. 140–147</li> <li>• Chapter 5 Review: "The Legend of Sleepy Hollow" (Short Story)/"Sleepy Hollow Legends" (Film Adaptation)—pp. 159–160</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing Adaptations of Fiction</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 5 Analyzing Adaptations of Fiction: “The Examination” (Fantasy Fiction)/”The Fence” (Screenplay)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>○ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing Adaptations of Fiction: “One Night at Cherbury Hall” (Historical Fiction)/”King Alfred Tricks the Danes” (Drama)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Chapter 5 Analyzing Adaptations of Fiction</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 5 Chapter 5 “Little Women” (Novel)/”Little Women” (Film Script)</li> <li>○ Chapter 5 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 5 Home Connect</li> <li>○ Chapter 5 Home Connect On the Go: Compare Print and Film Versions (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 6 Integration of Knowledge and Ideas:</b>  <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164–171</li> <li>• Chapter 6 Review: “At the Centennial” (Scientific Narrative)/”Museum Exhibit: Telephones” (Web Article)—pp. 191–192</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 6 Integration of Knowledge and Ideas:</b>  <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Chapter 6 Evaluating Different Mediums</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Chapter 6 Evaluating Different Mediums: “Alternative Energy” (Web Article)/”Germany and Renewable Energy” (Science Magazine Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>○ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Evaluating Different Mediums: “Hippocrates: Father of Medicine” (Web Article)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>○ Chapter 6 “Radio Waves” (Web Article)/”Don’t Touch That Dial” (Editorial)</li> <li>○ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 6 Home Connect</li> <li>○ Chapter 6 Home Connect Activity: Compare Print and Video Versions of the Same News Story (graphic organizer)</li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8<sup>TH</sup> GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL H / GRADE 8

**8R8:** Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

### READING INFORMATIONAL TEXTS

#### STUDENT EDITION/TEACHER'S EDITION

##### Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179
- Chapter 6 Review: “At the Centennial” (Scientific Narrative)/“Museum Exhibit: Telephones” (Web Article)—pp. 191–192

#### DIGITAL RESOURCES

##### Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
  - Chapter 6 Evaluating Evidence and Reasoning
- Additional Practice
  - Chapter 6 Evaluating Evidence and Reasoning: “The Graphene Revolution” (Opinion Piece)
- Assessments
  - Comprehension Check
    - Chapter 6 Evaluating Evidence and Reasoning: “The Case for Sustaining Biodiversity” (Persuasive Text)
- Instructional Videos
  - Chapter 6 Evaluating Evidence and Reasoning
- Close Reading Practice
  - Chapter 6 “Radio Waves” (Web Article)/“Don’t Touch That Dial” (Editorial)
  - Chapter 6 Close Reading Lesson Plan
- Parent Resources
  - Chapter 6 Home Connect
  - Chapter 6 Home Connect On the Go: Evaluate Reasons and Evidence for Arguments (graphic organizer)

See the following instructional and practice opportunities for students to cite evidence from complex texts in response to text-dependent questions—

### READING LITERARY TEXTS

#### STUDENT EDITION/TEACHER'S EDITION

##### Guided Instruction

- Cite Evidence—pp. 12–15, 20–23, 28–31, 76–79, 84–87, 92–95, 140–143, 148–151
- Comprehension Check—pp. 15, 23, 31, 79, 87, 95, 143, 151

##### Guided Practice

- Cite Evidence—pp. 16, 24, 32, 80, 88, 96, 144, 152
- Comprehension Check—pp. 17, 25, 33, 81, 89, 97, 145, 153

##### Independent Practice

- Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154
- Comprehension Check—pp. 19, 27, 35, 83, 91, 99, 147, 155

*continued*

## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 37, 101, 141</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155</li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence—pp. 44–47, 52–55, 60–63, 108–111, 116–119, 124–127, 164–167, 172–175, 180–183</li> <li>Comprehension Check—pp. 47, 55, 63, 111, 119, 127, 167, 175, 183</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence—pp. 48, 56, 64, 112, 120, 128, 168, 176, 184</li> <li>Comprehension Check—pp. 49, 57, 65, 113, 121, 129, 169, 177, 185</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186</li> <li>Comprehension Check—pp. 51, 59, 67, 115, 123, 131, 171, 179, 187</li> </ul> <p><b>Connect Across Text</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 69, 133, 189</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187</li> </ul>
<p><b>8R9:</b> Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&amp;RL)</p>	<p style="text-align: center;"><b>READING LITERARY TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Sources of Fiction: “The Scavenger Hunt” (Realistic Fiction)—pp. 148–155</li> <li>Connect Across Tests             <ul style="list-style-type: none"> <li>Compare and Contrast Texts—p. 156</li> </ul> </li> <li>Chapter 5 Review: “The Legend of Sleepy Hollow” (Short Story)/“Sleepy Hollow Legends” (Film Adaptation)—pp. 159–160</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Chapter 5 Analyzing Sources of Fiction</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 8<sup>TH</sup> Grade Reading Standards (Literary and Informational Text) | 8R

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing Sources of Fiction: “The Story of Bjarki” (Norse Epic)/”Bjarki and the Giant Snake” (Drama)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing Sources of Fiction: “Mikaela Faces Her Fear of Heights” (Narrative Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Home Connect Activity: Myths and Traditional Stories: Literary Elements (graphic organizer)</li> <li>◦ Chapter 5 Close Reading Lesson Plan</li> </ul> </li> </ul> <p style="text-align: center;"><b>READING INFORMATIONAL TEXTS</b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180-187</li> <li>• Connect Across Tests                             <ul style="list-style-type: none"> <li>◦ Compare and Contrast Texts—p. 188</li> </ul> </li> <li>• Chapter 6 Review: “At the Centennial” (Scientific Narrative)/”Museum Exhibit: Telephones” (Web Article)—pp. 191-192</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Conflicting Information</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Conflicting Information: “Amory’s SCIBlog” (Blog)/”Turn Off the A/C” (Letter to the Editor)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Conflicting Information Op-Ed: “The Case for Sustaining Biodiversity” (Opinion Piece)/”Our Growing Population” (Letter to the Editor)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Conflicting Information</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 “Radio Waves” (Web Article)/”Don’t Touch That Dial” (Editorial)</li> <li>◦ Chapter 6 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect</li> <li>◦ Chapter 6 Home Connect Conversation Starter: Compare Conflicting Information in Advertisements (graphic organizer)</li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Writing Standards | 8W

8<sup>TH</sup> GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL H / GRADE 8

### Text Types and Purposes

<p><b>8W1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 11 Text Types and Purposes: Write Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 249–251</li> <li>• Analyze a student model then outline and draft an opinion piece—pp. 252–255</li> <li>• Assignment: Final draft—p. 262</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 251A</li> <li>• Genre: Argumentative Essay—TE p. 252</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 11 Text Types and Purposes: Write Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Write Argumentative Essays</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Write Argumentative Essays</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Write Argumentative Essays</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 11 Home Connect</li> <li>◦ Chapter 11 Home Connect Conversation Starter: Claim and Counterclaim and Reasons (graphic organizer)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 6 Integration of Knowledge and Ideas Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 Assess (share opinions about threat of outbreaks today)—TE p. 123</li> <li>• Chapter 5 Critique (critique the play, “The Open Window”)—TE p. 147</li> </ul>
<p><b>8W1a:</b> Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Introducing the Claim—pp. 252, 255</li> <li>• Acknowledging Counterclaims—pp. 254, 255</li> <li>• Creating an Organizational Structure—pp. 252, 255</li> </ul> <p><i>continued</i></p>

## 8<sup>TH</sup> Grade Writing Standards | 8W

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I clearly stated my purpose for writing?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W1b:</b> Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Supporting Claims with Reasons and Evidence—pp. 253, 255</li> <li>• Choosing Credible and Accurate Sources—pp. 253, 255</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I included enough accurate and reliable information?/Have I organized my ideas logically and chosen relevant supporting evidence, such as facts, concrete details, and quotations from experts?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W1c:</b> Use precise language and content-specific vocabulary to argue a claim.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Including Language that Clarifies Ideas—pp. 253, 255</li> </ul> <p><b><u>TEACHER'S EDITION</u></b> <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms that readers might not know?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W1d:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Including Words, Phrases, and Clauses that Clarify Ideas and Connect Them to Other Ideas and Information—pp. 253, 255</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used transitions to connect and clarify ideas and concepts?—p. 6</li> </ul> </li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Writing Standards | 8W

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
<p><b>8W1e:</b> Provide a concluding statement or section that explains the significance of the argument presented.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Writing a Strong Conclusion—pp. 254, 255</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Does my conclusion follow from and support the information I presented?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W1f:</b> Maintain a style and tone appropriate to the writing task.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Creating a Formal Style—pp. 252, 255</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I established and consistently used appropriately formal English?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p style="text-align: center;"><b><i>INFORMATIVE/EXPLANATORY TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209</li> <li>• Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213</li> <li>• Assignment: Final draft—p. 220</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 209A</li> <li>• Genre: Informative/Explanatory Text—TE p. 210</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 8 Home Connect</li> <li>◦ Chapter 8 Home Connect Conversation Starter: Finding Credible Sources (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## 8<sup>TH</sup> Grade Writing Standards | 8W

8<sup>TH</sup> GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL H / GRADE 8

### ***EVIDENCE-BASED ESSAYS***

#### **Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223
- Analyze a student model then outline and write an informative/explanatory first draft—pp. 224–227
- Assignment: Final draft—p. 234

#### **TEACHER'S EDITION**

- Learning Progressions—TE p. 223A
- Genre: Evidence-Based Essays—TE p. 224

#### **DIGITAL RESOURCES**

#### **Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

- Instruction & Practice
  - Writing Evidence-Based Essays
- Additional Practice
  - Writing Evidence-Based Essays
- Instructional Videos
  - Writing Evidence-Based Essays
- Parent Resources
  - Chapter 9 Home Connect
  - Chapter 9 Home Connect On the Go: Compare Interpretations of a Favorite Song (graphic organizer)

### ***RESEARCH REPORTS***

#### **Chapter 10 Text Types and Purposes: Write Research Reports**

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 235–237
- Analyze a student model then outline and write a first draft of a research report—pp. 238–242
- Assignment: Final draft—p. 248

#### **TEACHER'S EDITION**

- Learning Progressions—TE p. 237A
- Genre: Research Report—TE p. 238

#### **DIGITAL RESOURCES**

#### **Chapter 10 Text Types and Purposes: Write Research Reports**

- Instruction & Practice
  - Writing Research Reports
- Additional Practice
  - Writing Research Reports
- Instructional Videos
  - Writing Research Reports
- Parent Resources
  - Chapter 10 Home Connect
  - Chapter 10 Home Connect Activity: Main Idea and Supporting Details (graphic organizer)

*continued*

## 8<sup>TH</sup> Grade Writing Standards | 8W

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<p><b>8W2a:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Creating an Organizational Structure—pp. 210, 213, 224, 227, 238, 242</li> <li>• Introducing and Previewing a Topic—pp. 210, 213, 224, 227, 238, 242</li> <li>• Choosing an Engaging Title—pp. 210, 213, 224, 227</li> <li>• Organizing Information—pp. 210, 213</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I clearly stated my purpose for writing?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W2b:</b> Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Developing the Topic with Facts and Details—pp. 211, 213</li> <li>• Formatting the Text—pp. 211, 213</li> <li>• Conveying Information Through Graphics—pp. 212, 213</li> <li>• Providing Relevant and Sufficient Evidence—pp. 225, 227</li> <li>• Supporting Interpretations—pp. 226, 227</li> <li>• Paraphrasing Information—pp. 239, 242</li> <li>• Using Quotations for Support—pp. 212, 213, 239, 242</li> <li>• Including Relevant Information—pp. 239, 242</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I organized my ideas logically and chosen relevant supporting evidence, such as facts, concrete details, and quotations from experts?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W2c:</b> Use precise language and content-specific vocabulary to explain a topic.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Precise Language—pp. 211, 213, 225, 227</li> <li>• Using Precise Language—pp.</li> </ul> <p><b><u>TEACHER'S EDITION</u></b> <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182</li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms readers might not know?—p. 6</li> </ul> </li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Writing Standards | 8W

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
<p><b>8W2d:</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>Using Transitions—pp. 211, 213</li> <li>Using Transitions to Connect Ideas—pp. 225, 227</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>Have I used transitions to connect and clarify ideas and concepts?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W2e:</b> Provide a concluding statement or section that explains the significance of the information presented.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>Providing a Concluding Statement—pp. 212, 213</li> <li>Summing Up with a Conclusion—pp. 226, 227</li> <li>Writing a Conclusion—pp. 241, 242</li> <li>Listing Sources—pp. 241, 242</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>Does my conclusion follow from and support the information I presented?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W2f:</b> Establish and maintain a style appropriate to the writing task.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>Creating a Formal Style—pp. 224, 227</li> <li>Establishing a Formal Tone—pp. 238, 242</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>Have I established and consistently used appropriately formal English?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193–195</li> <li>Analyze a student model then outline and write a fictional narrative—pp. 196–199</li> <li>Assignment: Final draft—p. 206</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>Learning Progressions—TE p. 195A</li> <li>Genre: Nonfictional Narrative—TE p. 196</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 8<sup>TH</sup> Grade Writing Standards | 8W

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Write Fictional Narratives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Write Fictional Narratives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Write Fictional Narratives</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 7 Home Connect</li> <li>◦ Chapter 7 Home Connect Conversation Starter: Play a Story-Telling Game (graphic organizer)</li> </ul> </li> </ul>
<p><b>8W3a:</b> Engage the reader by establishing a point of view and introducing a narrator and/or characters.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Organizing a Sequence of Events—pp. 196, 199</li> <li>• Describing the Setting and Introducing Characters—pp. 196, 199</li> <li>• Establishing a Point of View—pp. 196, 199</li> </ul>
<p><b>8W3b:</b> Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Descriptive Details to Help Readers Visualize the Story's Characters, Events, and Setting—pp. 196, 199</li> <li>• Using Dialogue to Make the Story More Realistic—pp. 197, 199</li> </ul>
<p><b>8W3c:</b> Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Transitional Words and Phrases—pp. 197, 199</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I used transitions to connect and clarify ideas and concepts?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W3d:</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Using Precise Words—pp. 197, 199</li> <li>• Using Sensory Language—pp. 198, 199</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Have I correctly selected verbs to achieve a particular mood, or tone?/Have I used specialized terms correctly and checked their definitions?/Have I provided definitions for terms that readers might not know?—p. 6</li> </ul> </li> </ul> </li> </ul>

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<p><b>8W3e:</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Providing a Conclusion—pp. 198, 199</li> </ul> <p><i>See also</i></p> <p><b><u>DIGITAL RESOURCE</u></b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3 Revising: Revising Checklist                                     <ul style="list-style-type: none"> <li>◦ Does my conclusion follow from and support the information I presented?—p. 6</li> </ul> </li> </ul> </li> </ul>
<p><b>8W4:</b> Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Write About It (create a response to the text)—pp. 40, 72, 104, 136, 160, 192</li> </ul> <p><b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Analyze a student model then outline and write a nonfictional narrative based on personal experiences—pp. 196-199</li> <li>• Assignment: Final draft—p. 206</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Writing a Folktale (write a hero story)—TE p. 36</li> <li>• Chapter 3 Construct (write a letter)—TE p. 91</li> <li>• Chapter 5 Analyzing Characters (write dialogue that reveals personality traits)—TE p. 156</li> <li>• Chapter 7 Create a Response to Literature (create a presentation, work of art, or another text)—TE p. 199</li> <li>• Chapter 7 Create a Response to Literature (create artwork related to a poem)—TE p. 227</li> </ul>
<p><b>8W5:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable..</p>	<p style="text-align: center;"><b><i>LITERARY TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 12-16, 20-24, 28-32, 76-80, 84-88, 92-96, 140-144, 148-152</li> <li>• Check Comprehension—pp. 13, 15, 17 21, 23, 25 29, 31, 33 77, 79, 81 85, 87, 89 93, 95, 97 141, 143, 145 149, 151, 153</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence—pp. 18, 26, 34, 82, 90, 98, 146, 154</li> <li>• Check Comprehension—pp. 19, 27, 43, 83, 91, 107, 147, 155</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 36-37, 102-103, 156-157</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>TEACHER'S EDITION</u></b>  <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Critical Comprehension (support answers with evidence from the text)—TE pp. 19, 27, 35, 83, 91, 99, 147, 155</li> </ul> <p style="text-align: center;"><b><i>INFORMATIONAL TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence—pp. 44–48, 52–56, 60–64, 108–112, 116–120, 124–128, 164–168, 172–176, 180–184</li> <li>Check Comprehension—pp. 45, 47, 49, 53, 55, 57, 61, 63, 65, 109, 111, 113, 117, 119, 121, 125, 127, 129, 165, 167, 169, 173, 175, 177, 181, 183, 185</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Cite Evidence—pp. 50, 58, 66, 114, 122, 130, 170, 178, 186</li> <li>Check Comprehension—pp. 51, 59, 75, 115, 123, 139, 171, 179, 187</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 68–69, 132–133, 188–189</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Critical Comprehension (support answers with evidence from the text)—TE pp. 59, 67, 115, 123, 131, 171, 179, 187</li> </ul>

### Research to Build and Present Knowledge

<p><b>8W6:</b> Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 10 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Progress Check—p. 235             <ul style="list-style-type: none"> <li>Conduct a research project.</li> </ul> </li> <li>Home Connect (ask questions/decide on a topic/gather facts and details from several sources)—p. 236</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 2 Investigate (conduct online research/share responses)—TE p. 68</li> <li>Chapter 3 Investigate (research/compare poem with historical facts)—TE p. 83</li> <li>Chapter 3 Investigate (research/use trusted sources/present biographical overview/share with class)—TE p. 100</li> <li>Chapter 4 Investigate (suggest alternative solutions to problems/create a presentation)—TE p. 132</li> <li>Chapter 5 Investigate (research claims for raw milk/debate the issue)—TE p. 171</li> <li>Chapter 6 Investigate (research clean energy/make a presentation)—TE p. 179</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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	<p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Researching World Literature—TE p. 15</li> <li>• Chapter 2 Primary Sources Online—TE p. 47</li> <li>• Chapter 3 History Online—TE p. 79</li> <li>• Chapter 4 Public Libraries and 3-D Printers—TE p. 111</li> <li>• Chapter 5 Movie Clips Online—TE p. 143</li> <li>• Chapter 6 Articles Online—TE p. 167</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                     <ul style="list-style-type: none"> <li>◦ Step 1: Planning                             <ul style="list-style-type: none"> <li>◦ Why am I writing?/What is my purpose? (answer questions that came up during planning and research)—p. 2</li> <li>◦ Researching Your Topic—p. 4</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                     <ul style="list-style-type: none"> <li>◦ Step 1: Planning                             <ul style="list-style-type: none"> <li>◦ Assignment/Genre (share information gathered from several sources)—pp. 1 and 2</li> </ul> </li> </ul> </li> </ul>
<p><b>8W7:</b> Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 10 Text Types and Purposes: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Taking notes (record source/summarize or paraphrase information)—p. 255</li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Gather evidence from credible and reliable information sources—p. 241</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Create: Note-Taking</b></p> <ul style="list-style-type: none"> <li>• Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 241</li> </ul> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Have students work in teams on research reports—TE p. 241</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                     <ul style="list-style-type: none"> <li>◦ Step 1: Planning                             <ul style="list-style-type: none"> <li>◦ Researching Your Topic—p. 4                                     <ul style="list-style-type: none"> <li>◦ Where to Look</li> <li>◦ How to Search</li> <li>◦ How to Judge</li> <li>◦ How to Take Notes</li> <li>◦ How to Cite Sources</li> </ul> </li> <li>◦ Digital Tip</li> </ul> </li> <li>◦ Step 4: Editing Tips                             <ul style="list-style-type: none"> <li>◦ Using Quotations (avoid plagiarism)</li> <li>◦ Citing Sources</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



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	<ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning—pp. 3 and 4                                     <ul style="list-style-type: none"> <li>◦ Finding Supporting Evidence</li> <li>◦ Researching Your Topic</li> <li>◦ Digital Integration</li> <li>◦ Support English Language Learners</li> </ul> </li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Speaking and Listening Standards | 8SL

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
<h3 style="color: #C00000;">Comprehension and Collaboration</h3>	
<p><b>8SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p>	<p><b><u>TEACHER'S EDITION</u></b>  <b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 3, p. 97; Chapter 4, p. 129; Chapter 6, p. 169; Chapter 6, p. 177; Chapter 7, p. 202; Chapter 8, p. 217; Chapter 9, p. 231; Chapter 10, p. 245; Chapter 11, p. 255; Chapter 11, p. 259</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 33; Chapter 2, TE p. 65; Chapter 4, TE p. 121; Chapter 5, TE p. 153; Chapter 6, TE p. 169; Chapter 8, TE p. 217</li> </ul>
<p><b>8SL1a:</b> Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Support a Claim (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 6, p. 188</li> <li>• Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156</li> <li>• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (be prepared for small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260</li> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>◦ Come to the discussion prepared and stay on the topic?—p. 204</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 7-11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)</li> </ul> </li> </ul>
<p><b>8SL1b:</b> Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion; follow discussion rules)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> <li>• Good Speaker/Good Listener Checklist – Did I:                             <ul style="list-style-type: none"> <li>◦ Help define individual roles during discussions?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Follow rules of collegial discussion—Chapter 2, p. 57; Chapter 6, p. 185; Chapter 8, p. 218</li> <li>• Assign roles, such as Facilitator, Timekeeper, Note-taker, and Reporter— Chapter 1, p. 33; Chapter 4, TE p. 121; Chapter 5, TE p. 153</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (follow rules for discussion/choose discussion leader/establish an order for speaking/keep track of group goals)</li> </ul> </li> </ul>
<p><b>8SL1c:</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Ask questions—Chapter 3, TE p. 81</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Pose questions/respectfully request evidence, clarification, elaboration, rephrasing, and examples as needed—TE pp. 17, 25, 33, 49, 57, 65, 81, 89, 97, 113, 121, 129, 145, 153, 169, 177, 185, 204, 218, 232, 246</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listeners should listen attentively and ask questions—TE pp. 35, 67, 99, 131, 187</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions and respond to other’s questions and comments)</li> </ul> </li> </ul>
<p><b>8SL1d:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (small group/class discussion, agree/disagree organizer)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Revise my own views when presented with new evidence or information?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Elicit responses from students of different cultural backgrounds—TE pp. 67, 99, 131, 187</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Discuss and revise answers to comprehension questions with a partner—Chapter 1 Turn and Talk, TE p. 33; Chapter 2 Turn and Talk, TE p. 81; Chapter 3 Turn and Talk, TE p. 121; Chapter 5 Turn and Talk, TE p. 153; Chapter 6 Turn and Talk, TE p. 169; Chapter 8 Turn and Talk, TE p. 217</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and ask questions/elicited responses from students of different cultural backgrounds—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>Discuss responses to questions/revise based on discussion with a partner—Chapter 2, TE p. 57; Chapter 3, TE p. 81; Chapter 5, TE p. 145; Chapter 7, TE p. 203; Chapter 9, TE p. 229; Chapter 10, TE p. 245; Chapter 11, TE p. 257</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Find evidence to support their positions and prepare counterarguments against the opposing position—Chapter 4, TE p. 129</li> <li>Does evidence support other opinions?—Chapter 9, TE p. 232</li> <li>Be respectful of those who disagree—Chapter 11, TE p. 260</li> </ul> <p><b>Evaluate a Writer’s Work</b></p> <ul style="list-style-type: none"> <li>Include logical reasons and relevant evidence—TE p. 254</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>Instructional Videos             <ul style="list-style-type: none"> <li>Speaking and Listening: Presentation of Knowledge and Ideas (acknowledge new information/changing viewpoints)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 6 Integration of Knowledge and Ideas</b> <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180–187</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 6 Integration of Knowledge and Ideas</b> <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>Parent Resources             <ul style="list-style-type: none"> <li>Chapter 6 Home Connect</li> <li>Chapter 6 Home Connect Conversation Starter: Compare Conflicting Information in Advertisements (graphic organizer)</li> </ul> </li> </ul>
<p><b>8SL2:</b> Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Chapter 6 Integration of Knowledge and Ideas:</b> <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>Evaluating Different Mediums: “Types of Food Preservation: Pasteurization” (Web Article)—pp. 164–171</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 6 Integration of Knowledge and Ideas:</b> <b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>Parent Resources             <ul style="list-style-type: none"> <li>Chapter 6 Home Connect</li> <li>Chapter 6 Home Connect Activity: Compare Print and Video Versions of the Same News Story (graphic organizer)</li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Speaking and Listening Standards | 8SL

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
<p><b>8SL3:</b> Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question—Chapter 7, p. 204 (support point of view with reason and examples); Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260</li> <li>• Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>◦ Distinguish claims that are supported by reasons and evidence from claims that are not?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 Critique (critique the play “The Open Window”/ defend positions with sound reasons)—TE p. 147</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Evaluating Evidence and Reasoning (claims should be supported by evidence and reasoning)—TE p. 182</li> </ul> <p><b>Evaluate a Writer’s Work</b></p> <ul style="list-style-type: none"> <li>• An evidence-based essay must include relevant and well-chosen facts, quotations, or other information to support its ideas—TE p. 226</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Students should politely ask their peers to explain their answers and to give evidence for their own opinions—TE p. 232</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (explain a speaker’s argument and specific claims)</li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas</b></p> <p><b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas</b></p> <p><b>Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect</li> <li>◦ Chapter 6 Home Connect On the Go: Evaluate Reasons and Evidence for Arguments (graphic organizer)</li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Speaking and Listening Standards | 8SL

8<sup>TH</sup> GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL H / GRADE 8

### Presentation of Knowledge and Ideas

**8SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.

#### STUDENT EDITION/TEACHER'S EDITION

##### **Speaking and Listening**

- Discuss the Essential Question (rules for being a good speaker)—Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260
- Good Speaker/Good Listener Checklist - Did I:
  - Present relevant claims and other ideas in a logical manner?
  - Speak at correct volume, use clear pronunciation, and make eye contact?—p. 204

#### TEACHER'S EDITION

##### **Speaking and Listening Presentation**

- Prepare and make a formal presentation with claims, supporting facts and details/speak clearly, maintain eye contact—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187

##### **Extend Thinking**

- Chapter 1 Investigate (write summaries/note the cultures/present to the class)—TE p. 27
- Chapter 1 Writing a Folktale (read stories aloud to the class)—TE p. 36
- Chapter 2 Hypothesize (consider different viewpoints/present points to the class)—TE p. 51
- Chapter 3 Investigate (research/compare poem with historical facts/multimedia presentation)—TE p. 83
- Chapter 3 Construct (write a letter/read letters aloud to the class)—TE p. 91
- Chapter 3 Investigate (research/use trusted sources/present biographical overview/share with class)—TE p. 100
- Chapter 4 Investigate (suggest alternative solutions to problems/create a presentation)—TE p. 132
- Chapter 5 Analyzing Characters (write and share dialogues with the class)—TE p. 156
- Chapter 5 Investigate (research claims for raw milk/debate the issue)—TE p. 171
- Chapter 6 Investigate (research clean energy/multimedia presentation)—TE p. 179
- Chapter 7 Create a Response to Literature (present to the class)—TE p. 199
- Chapter 7 Create a Response to Literature (present to the class)—TE p. 227

##### **Discussion Skills**

- Use appropriate eye contact with each member of the group, enunciate clearly, and speak at a volume appropriate for the group setting—Chapter 4, TE p. 246

*continued*

## 8<sup>TH</sup> Grade Speaking and Listening Standards | 8SL

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapters 7–11</b></p> <ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Speaking and Listening: Presentation of Knowledge and Ideas (present claims and findings in a clear and focused manner)</li> </ul> </li> </ul> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>◦ Speaking Tips (giving an oral presentation)—p. 12   <ul style="list-style-type: none"> <li>◦ Speak at an appropriately loud level and enunciate so that everyone can hear and understand your words.</li> <li>◦ Use your introduction to tell listeners up front a few key points you want them to understand while listening to your report.</li> <li>◦ Use your voice to keep the audience’s attention by varying your pitch, rate, and volume.</li> <li>◦ Make eye contact with your listeners and watch for audience feedback.</li> <li>◦ When using visuals or audio, pause to allow your audience to respond to them. Clearly explain the connection between them and your topic.</li> <li>◦ Ask your listeners if they have any questions after you have finished speaking. Listen carefully and respectfully to the questions. Take time to think before you respond, and then answer politely.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><i>See related content (working on phrasing, expression, intonation, rate, and accuracy)</i></p> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Fluency Practice (Chapters 1–6)</b></p> <ul style="list-style-type: none"> <li>• Chapter Fluency Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “Charlie and the Advice” (Scottish Traditional Tale)</li> <li>◦ Chapter 2 “American Labor and the Great Depression” (Online Article)</li> <li>◦ Chapter 3 “A Mill Girl’s Story” (Realistic Fiction)</li> <li>◦ Chapter 4 “Controlling Disease Outbreaks” (Science Journal Article)</li> <li>◦ Chapter 5 “Red Badge” (Movie Script)</li> <li>◦ Chapter 6 “Op-Ed: President’s Clean Energy Plan Must Be Refocused” (Opinion Piece)</li> </ul> </li> <li>• Fluency Practice: Teaching Suggestions                             <p>The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.</p> </li> </ul>



## 8<sup>TH</sup> Grade Speaking and Listening Standards | 8SL

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
<p><b>8SL5:</b> Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.</p>	<p><b><u>TEACHER'S EDITION</u></b>  <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Use multimedia/visual elements to support points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Investigate (present findings in a multimedia presentation—TE p. 83)</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Step 5: Producing, Publishing and Presenting                     <ul style="list-style-type: none"> <li>Speaking Tips (when using visuals or audio, pause to allow your audience to respond to them)—p. 12</li> </ul> </li> </ul> </li> <li>Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>Step 5: Producing, Publishing and Presenting                     <ul style="list-style-type: none"> <li>Assignment: Digital Presentation (multimedia presentations)—pp. 11 and 12</li> </ul> </li> </ul> </li> </ul> <p><i>See related content</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Evaluating Different Mediums: "Types of Food Preservation: Pasteurization" (Web Article)—pp. 164-171</li> </ul>
<p><b>8SL6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Good Speaker/Good Listener Checklist – Did I:             <ul style="list-style-type: none"> <li>Use formal English when appropriate?—p. 204</li> </ul> </li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Adapt language for a formal presentation—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Instructional Videos</b> (Chapters 7-11)</p> <ul style="list-style-type: none"> <li>Speaking and Listening: Presentation of Knowledge and Ideas (adapt speech for various purposes, using formal English when appropriate)</li> </ul> <p><i>See related content</i></p> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Step 3 Revising: Revising Checklist                     <ul style="list-style-type: none"> <li>Have I established and consistently used appropriately formal English?—p. 6</li> </ul> </li> </ul> </li> </ul>

## 8<sup>TH</sup> Grade Language Standards | 8L

8<sup>TH</sup> GRADE ELA STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2<sup>ND</sup> ED., LEVEL H / GRADE 8

### Conventions of Academic English/Language for Learning

**ANCHOR STANDARD L1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*.

\*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

**Core Conventions Skills for Grades 6→8:**

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).

See Level F / Grade 6

**STUDENT EDITION/TEACHER'S EDITION**  
**Language**

- Case of Pronouns—pp. 200–202

**DIGITAL RESOURCES**

**Chapter 7 Text Types and Purposes: Write Fictional Narratives**

- Instruction & Practice
  - Language: Case of Pronouns
- Additional Practice
  - Additional Practice: Case of Pronouns
- Instructional Videos
  - Case of Pronouns

- Recognize and correct inappropriate shifts in pronoun number and person.

See Level F / Grade 6

**STUDENT EDITION/TEACHER'S EDITION**  
**Language**

- Pronoun Number and Person—pp. 228–239

**DIGITAL RESOURCES**

**Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays**

- Instruction & Practice
  - Language: Pronoun Number and Person
- Additional Practice
  - Additional Practice: Pronoun Number and Person;
- Instructional Videos
  - Pronoun Number and Person

- Recognize and correct pronouns that have unclear or ambiguous antecedents.

See Level F / Grade 6

**STUDENT EDITION/TEACHER'S EDITION**  
**Language**

- Vague Pronouns—pp. 230–231

*continued*

## 8<sup>TH</sup> Grade Language Standards | 8L

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Vague Pronouns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Vague Pronouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Vague Pronouns</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general, as well as in specific sentences.</li> </ul>	<p><i>See Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Function of Phrases and Clauses—pp. 200–201</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Function of Phrases and Clauses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Function of Phrases and Clauses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Function of Phrases and Clauses</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	<p><i>See Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Phrase and Clause Placement—p. 214</li> <li>• Misplaced Modifiers—p. 215</li> <li>• Dangling Modifiers—p. 245</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Phrase and Clause Placement</li> <li>○ Language: Misplaced Modifiers</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Phrase and Clause Placement; Misplaced Modifiers</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Phrases and Clause Placement</li> <li>○ Misplaced Modifiers</li> </ul> </li> </ul> <p><b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Dangling Modifiers</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 8<sup>TH</sup> Grade Language Standards | 8L

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Dangling Modifiers</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Dangling Modifiers</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> </ul>	<p><i>See Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple, Compound, Complex, and Compound-Complex Sentences—pp. 228–229</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Simple, Compound, Complex, and Compound-Complex Sentences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Explain the function of verbals (gerunds, participles, infinitives).</li> </ul>	<p><i>See Level G / Grade 7</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Verbals and Verbal Phrases—pp. 243–244</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verbals and Verb Phrases</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Additional Practice: Verbals and Verbal Phrases</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verbals and Verbal Phrases</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Form and use verbs in the active and passive voice.</li> </ul>	<p><i>See Level F / Grade 6</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Conventions of English (change passive voice to active voice)—pp. 216–217</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 8<sup>TH</sup> Grade Language Standards | 8L

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Conventions of English</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Conventions of English (active voice/passive voice)</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Conventions of English (active voice/passive voice)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Recognize and correct inappropriate verb shifts.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Shifts in Verb Voice—p. 214</li> <li>• Shifts in Verb Mood—p. 215</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Shifts in Verb Voice</li> <li>○ Language: Shifts in Verb Mood</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Shifts in Verb Voice</li> <li>○ Shifts in Verb Mood</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Shifts in Verb Voice</li> <li>○ Shifts in Verb Mood</li> </ul> </li> </ul>
<p><b>ANCHOR STANDARD L2:</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p><b>Core Punctuation and Spelling Skills for Grades 6→8:</b></p>	
<ul style="list-style-type: none"> <li>• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.</li> </ul>	<p><i>See Level F / Grade 6</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Punctuation of Nonrestrictive/Parentetical Elements (commas, dashes, parentheses)—pp. 244-245</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Punctuation of Nonrestrictive/Parentetical Elements</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## 8<sup>TH</sup> Grade Language Standards | 8L

8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Punctuation of Nonrestrictive/Paranthenetical Elements</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Punctuation of Nonrestrictive/Paranthenetical Elements</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Punctuation for Pauses or Breaks—p. 217</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Punctuation for Pauses or Breaks</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Punctuation for Pauses or Breaks</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Punctuation for Pauses and Breaks</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use an ellipsis to indicate an omission.</li> </ul>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Ellipses to Indicate Omitted Text—p. 216</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Ellipses to Indicate Omitted Text</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Ellipses to Indicate Omitted Text</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Ellipses to Indicate Omitted Text</li> </ul> </li> </ul>
<p><b>Knowledge of Language</b></p>	
<p><b>8L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>8L3a:</b> 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><i>See Level F / Grade 6</i></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b> <b>Language</b></p> <ul style="list-style-type: none"> <li>• Varying Sentence Patterns—p. 242</li> </ul> <p><b><u>TEACHER’S EDITION</u></b> <b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Varying sentence patterns in speech—p. 232</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Varying Sentence Patterns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Varying Sentence Patterns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Varying Sentence Patterns</li> </ul> </li> </ul>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p><b>8L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	
<p><b>8L4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Context Clues—p. 38</li> <li>• Using Reference Materials: Independent Practice (context clues)—p. 134</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—p. 108</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Working with Word Meaning (context clues)—TE pp. 14, 114, 176</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—TE p. 62</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (use context clues)—TE p. 81</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Guided Practice (use context clues)—TE p. 158</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Context clues—TE p. 239</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Context Clues</li> </ul> </li> </ul> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Home Connect Activity: Find Context Clues (graphic organizer)</li> </ul> </li> </ul>



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<p><b>8L4b:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>• Greek and Latin Roots and Affixes—p. 70</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b>  <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Greek and Latin Roots and Affixes</li> </ul> </li> </ul> </p>
<p><b>8L4c:</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>• Context Clues (use a dictionary)—p. 38</li> <li>• Using Reference Materials—p. 134</li> <li>• Connotation and Denotation (use a dictionary)—p. 190</li> </ul> <b>End-of-Book Resource</b>  <ul style="list-style-type: none"> <li>• Glossary—pp. 263–269</li> </ul> </p>
<p><b>8L4d:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b><u>TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>• Guided Practice (use a thesaurus or dictionary)—TE p. 158</li> </ul> <b>Support English Language Learners</b>  <ul style="list-style-type: none"> <li>• Use a dictionary—TE p. 239</li> </ul> <b><u>DIGITAL RESOURCES</u></b>  <b>Student Resources</b> (each chapter)  <ul style="list-style-type: none"> <li>• Glossary</li> </ul> <b>Chapter 4 Craft and Structure: Informational Texts</b>  <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Using Reference Materials</li> </ul> </li> </ul> </p>
<p><b>8L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>8L5a:</b> Interpret figures of speech including irony and puns in context.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b>  <ul style="list-style-type: none"> <li>• Figurative Language (verbal irony/sarcasm/puns)—p. 102</li> </ul> <b><u>TEACHER'S EDITION</u></b>  <b>Guided Practice</b>  <ul style="list-style-type: none"> <li>• Cite Evidence A: Figurative Language—TE p. 80</li> </ul> <b>Independent Practice</b>  <ul style="list-style-type: none"> <li>• Cite Evidence A/B: Figurative Language (similes, personification)—TE p. 90</li> <li>• Comprehension Check: Answer Explanations (figurative language)—TE p. 90</li> </ul> <b>Guided Instruction</b>  <ul style="list-style-type: none"> <li>• Cite Evidence D: Figures of speech—TE p. 61</li> <li>• Cite Evidence B: Figurative language—TE p. 108</li> <li>• Cite Evidence C: Allusion/figurative language—TE p. 110</li> </ul> <p style="text-align: right;"><i>continued</i></p> </p>

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8 <sup>TH</sup> GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 <sup>ND</sup> ED., LEVEL H / GRADE 8
	<p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>Figurative meanings of words—TE p. 173</li> </ul> <p><b>Review: Analyzing Word Choice</b></p> <ul style="list-style-type: none"> <li>Metaphor—TE p. 226</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Figurative Language</li> </ul> </li> </ul>
<p><b>8L5b:</b> Use the relationship between particular words to better understand each of the words.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Using Reference Materials (synonyms)—p. 134</li> <li>Word Relationships (synonyms/shades of meaning)—p. 158</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (synonyms)—TE pp. 78, 86, 142, 172</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Word Relationships</li> </ul> </li> </ul>
<p><b>8L5c:</b> Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Word Relationships (shades of meaning)—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence: Connotations—pp. 45, 78, 82</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Comprehension Check: 5. Connotations—p. 81</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question: Connotations—p. 101</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>Cite Evidence: Connotations—TE p. 127</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>Working with Word Meaning (synonyms)—TE pp. 144</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Guided Instruction: Shades of meaning/connotations—TE p. 158</li> </ul>

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<p><b>8L6:</b> Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Words to Know—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Context Clues—p. 38</li> <li>Greek and Latin Roots and Affixes—p. 70</li> <li>Figurative Language—p. 102</li> <li>Word Relationships—p. 158</li> <li>Connotation and Denotation—p. 190</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163</li> <li>Domain/Content-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186</li> <li>Domain/Content-Specific Vocabulary—TE pp. 14, 16, 18, 20, 22, 26, 28, 30, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 108, 110, 112, 114, 116, 118, 120, 122, 140, 142, 144, 146, 148, 150, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182</li> <li>Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186</li> </ul>