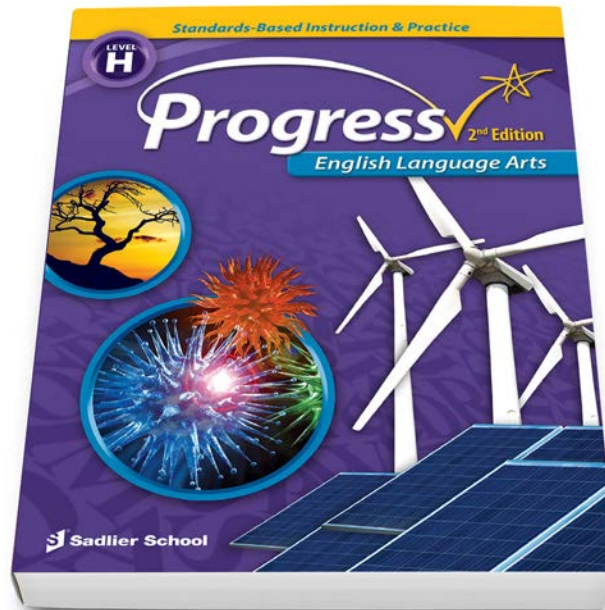


Progress

English Language Arts 2nd Edition

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 8



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret a message by summarizing, asking questions, and making comments;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) <ul style="list-style-type: none"> ◦ Answer questions related to the chapter Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 ◦ Use the organizer to record the discussion (Agree or Disagree/New Ideas/Questions I Asked/Questions I Answered)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p><u>TEACHER’S EDITION</u> Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively and ask questions—Chapter 2, TE p. 67; Chapter 4, TE p. 131; Chapter 5, TE p. 155 <p><u>DIGITAL RESOURCES</u> Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Listening Tips—p. 12 <ul style="list-style-type: none"> • Pay attention to the presenter and focus your mind on the ideas. • Make connections between what you hear and what you already know. • Take notes. Include questions you want to ask or points you wish to make. • Save your questions until the speaker requests them. Make your question brief and direct. Listen carefully to the answer.
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p>	<p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect Activity: Analyze Directions to a New Board or Digital Game Using Context Clues (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Introduction <ul style="list-style-type: none"> ◦ Steps in the writing process—p. 2 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ What are the steps in the writing process? <ul style="list-style-type: none"> ◦ Steps in the writing process—pp. 1 and 2 <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (describe steps in a procedure)—p. 109 <p>Guided Practice</p> <ul style="list-style-type: none"> • Comprehension Check (explain importance of steps)—p. 121 <p>TEACHER'S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (describe steps in a process)—TE p. 86 • Cite Evidence (describe how the author presents the steps)—TE p. 120 • Cite Evidence (steps involved in preserving food)—TE p. 165 <p>Independent Practice</p> <ul style="list-style-type: none"> • Recap Reading Selection (taking specific steps)—TE p. 122
<p>(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Support a Claim (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 6, p. 188 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Identify claims supported by reasons and evidence?/ Speak in an appropriate volume, pronounce words clearly, and make eye contact?/Use formal English when appropriate?—p. 204 <p>TEACHER'S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Investigate (each group present work to the rest of the class)—TE p. 27 • Chapter 2 Hypothesize (groups analyze information, discuss ideas, then present points)—TE p. 51 • Chapter 4 Assess (share ideas and opinions)—TE p. 123 • Chapter 4 Investigate (create a presentation to share findings with the class)—TE p. 132 • Chapter 5 Critique (debate issue with another team)—TE p. 147 • Chapter 5 Investigate (debate the issue)—TE p. 171 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Chapter 6 Investigate (present findings in a paper or multimedia presentation)—TE p. 179 • Chapter 7 Create a Response to Literature (present a group response)—TE p. 199 • Chapter 9 Create a Response to Literature (create a drawing, painting, photograph, or sculpture/display in a gallery)—TE p. 227 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Give an oral presentation with facts and details supporting the main 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 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips—p. 12 <ul style="list-style-type: none"> • Use language that suits your audience and the occasion, maintaining consistency in your style and tone. • Speak loudly and clearly so that everyone can hear and understand you. • Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners. • Change the pitch, rate, and volume of your voice to express your ideas. • Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak. • When using visuals or audio, pause to allow your audience to respond to them. • Clearly explain the connection between the visuals or audio and your topic. • Tell listeners before you begin that you will take questions at the end of your presentation.
<p>(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Support a Claim (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 6, p. 188 • 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 • Connect to the Essential Question/Connect to the 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 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • 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 • Good Speaker/Good Listener Checklist – <ul style="list-style-type: none"> ◦ Did I: Come to the discussion prepared and stay on the topic?/Help define individual roles during discussions?—p. 204 <p>TEACHER’S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> • 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 <p>Discussion Skills</p> <ul style="list-style-type: none"> • 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 <p>DIGITAL RESOURCES</p> <p>Chapters 7-11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Context Clues (use a dictionary)—p. 38 • Using Reference Materials—p. 134 • Connotation and Denotation (use a dictionary)—p. 190 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 <p>TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Guided Practice (use a thesaurus or dictionary)—TE p. 158 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use a dictionary—TE p. 239 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><u>DIGITAL RESOURCES</u> Student Resources (each chapter) <ul style="list-style-type: none"> Glossary Chapter 4 Craft and Structure: Informational Texts <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Using Reference Materials </p>
<p>(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language <ul style="list-style-type: none"> Context Clues—p. 38 Using Reference Materials: Independent Practice (context clues)—p. 134 Guided Instruction <ul style="list-style-type: none"> Cite Evidence (context clues)—pp. 62, 108 <u>TEACHER’S EDITION</u> Words to Know <ul style="list-style-type: none"> Working with Word Meaning (context clues)—TE pp. 14, 114, 176 Guided Instruction <ul style="list-style-type: none"> Cite Evidence (context clues)—TE p. 62 Comprehension Check <ul style="list-style-type: none"> Context clues—TE p. 81 Guided Practice <ul style="list-style-type: none"> Comprehension Check (use context clues)—TE p. 81 Independent Practice <ul style="list-style-type: none"> Context clues—TE p. 134 Language <ul style="list-style-type: none"> Guided Practice (use context clues)—TE p. 158 Support English Language Learners <ul style="list-style-type: none"> Context clues—TE pp. 134, 239 <u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues Chapter 4 Craft and Structure: Informational Texts <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Home Connect Activity: Find Context Clues (graphic organizer) </p>
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language <ul style="list-style-type: none"> Greek and Latin Roots and Affixes—p. 70 <u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Roots and Affixes </p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>	<p><u>DIGITAL RESOURCES</u> Fluency Practice (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Charlie and the Advice” (Scottish Traditional Tale) ◦ Chapter 2 “American Labor and the Great Depression” (Online Article) ◦ Chapter 3 “A Mill Girl’s Story” (Realistic Fiction) ◦ Chapter 4 “Controlling Disease Outbreaks” (Science Journal Article) ◦ Chapter 5 “Red Badge” (Movie Script) ◦ Chapter 6 “Op-Ed: President’s Clean Energy Plan Must Be Refocused” (Opinion Piece) • Fluency Practice: Teaching Suggestions 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>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>(Teacher observation)</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>TEACHER’S EDITION</u> Set the Purpose</p> <ul style="list-style-type: none"> • Chapter 1, TE pp. 12, 20, 28; Chapter 2, TE pp. 44, 52, 60; Chapter 3, TE pp. 76, 84, 92; Chapter 4, TE pp. 116, 124, 140; Chapter 5, TE pp. 140, 148; Chapter 6, TE pp. 164, 172, 180
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> • Self-Monitoring Strategies <ul style="list-style-type: none"> • 2. Ask questions (have students ask questions as they read to clarify information)—p. 3

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<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (predict what will happen next)—p. 23 • Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (predict what will happen next)—p. 32 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 92–99 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (predict what will happen next)—p. 93 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Cite Evidence (predict what will happen next)—p. 96 <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Title (helps the reader make predictions about the information that will be presented)—p. 210 <p><u>TEACHER’S EDITION</u></p> <p>Turn and Talk</p> <ul style="list-style-type: none"> • What might happen next?—TE p. 33 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Recap Reading Selection (predict what might happen next.)—TE pp. 88, 90 <p>Reciprocal Teaching</p> <ul style="list-style-type: none"> • Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Predictors say what they think happens next based on indicators—TE pp. 89, 113, 185 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure) <ul style="list-style-type: none"> ◦ Guided Practice <ul style="list-style-type: none"> ◦ Cite Evidence (predict what will happen next)—TE p. 96 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Sources of Fiction: “The Scavenger Hunt” (Realistic Fiction) <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (use their prior knowledge about this archetype to predict what will happen in the story)—TE p. 148 ◦ Cite Evidence (predict what they think is going to happen in the story.)—TE p. 149

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<p>(D) create mental images to deepen understanding;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (figurative language helps readers visualize and understand concepts)—p. 108 <p>Write Fictional Narratives</p> <ul style="list-style-type: none"> • Descriptive Details (help readers visualize the story’s characters, events, and settings)—p. 196 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> • Self-Monitoring Strategies <ul style="list-style-type: none"> • 1. Visualize (have students picture in their minds the characters, places, and events in the text)—p. 3
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Home Connect</p> <ul style="list-style-type: none"> • Conversation Starter/Ways to Help Your Child—Chapter 1, p. 10; Chapter 2, p. 42; Chapter 3, p. 74; Chapter 4, p. 106; Chapter 5, p. 138; Chapter 6, p. 162; Chapter 7, p. 194; Chapter 8, p. 208; Chapter 9, p. 222; Chapter 10, p. 236; Chapter 11, p. 250 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 • Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> • Self-Monitoring Strategies <ul style="list-style-type: none"> • Close Reading (rereading helps students draw connections between the ideas and details in a text)—p. 1
<p>(F) make inferences and use evidence to support understanding;</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Meaning: “My Odyssey” (Greek Mythology)—pp. 12–19 • Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Meaning <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Meaning: “Cold Hard Cash” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Meaning: “The Madness of Odysseus” (Greek Epic) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect On the Go: Text Clues and Inferences (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • 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 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Fannie Lou Hamer” (Biography) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Writing for Reform A Look at the Works of Upton Sinclair” (Biography) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect On the Go: What I Can Infer from the Text (graphic organizer) <p>DIGITAL RESOURCES</p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ 3rd Read <ul style="list-style-type: none"> • Read the text for a third time to make inferences—p. 4

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
<p>(G) evaluate details read to determine key ideas;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Cite Evidence</p> <ul style="list-style-type: none"> Evaluate details—pp. 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184, 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184 <p>Comprehension Check</p> <ul style="list-style-type: none"> Determine key ideas (explain answers with details from the text)—pp. 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> 1st Read: Key Ideas and Details <ul style="list-style-type: none"> Text-Dependent Questions
<p>(H) synthesize information to create new understanding; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Theme (combine information from multiple selections to better understand the chapter theme)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 <p><u>TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180–187 <ul style="list-style-type: none"> Independent Practice <ul style="list-style-type: none"> Cite Evidence (work with students to synthesize a strong statement of the respective positions)—TE p. 186 <p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 6 Analyzing Conflicting Information Additional Practice <ul style="list-style-type: none"> Chapter 6 Analyzing Conflicting Information: “Amory’s SCI blog” (Blog)/“Turn Off the A/C” (Letter to the Editor) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information Op-Ed: “The Case for Sustaining Biodiversity” (Opinion Piece)/”Our Growing Population” (Letter to the Editor) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Conversation Starter: Compare Conflicting Information in Advertisements (graphic organizer)
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Comprehension Check <ul style="list-style-type: none"> ◦ Pages 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p><u>TEACHER’S EDITION</u></p> <p>Reading Selections in Level H</p> <ul style="list-style-type: none"> • Background information about the theme or topic for each selection—TE p. T23 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <p>Close Reading selections provide students with opportunities to build reading stamina, analyze and annotate texts, recording notes about annotations, and support responses with text evidence. Students will read each selection three times, making notes and annotating the text as they read. Each read has a different purpose—</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details (determine what the text is about or what happens) • 2nd Read: Language and Text Structure (examine words, phrases, and text structure) • 3rd Read: Connections and Inferences (make connections and inferences) ◦ Close Reading/Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ Annotating a Text, pp. 1, 2 ◦ Self-Monitoring Strategies, pp. 3, 4 <ul style="list-style-type: none"> • Visualize • Ask questions • Draw conclusions • Reread to clarify

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<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> Support a Claim (connect to the selections)—Chapter 1, p. 36; Chapter 6, p. 188 Compare and Contrast Texts (connect to the selections)—Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156 Connect to the Essential Question/Connect to the 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 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (use personal experience to think analytically about the text)—p. 183 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (make connections/support your point of view with reasons and examples)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>TEACHER'S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Elicit responses from students of different cultural backgrounds—TE pp. 67, 99, 131
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts (write a brief essay using details from the texts/complete the chart)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188 Support a Claim (write a brief essay)—Chapter 4, p. 132 <p>Write About It</p> <ul style="list-style-type: none"> Respond in writing to literary and informational texts—Chapter 1, p. 40; Chapter 2, p. 72; Chapter 3, p. 104; Chapter 4, p. 136; Chapter 5, p. 160; Chapter 6, p. 192 <p>Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Chapter 7 Text Types and Purposes: Write a Nonfictional Narrative <ul style="list-style-type: none"> Analyze a student model then write a nonfictional narrative—pp. 196–199 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Chapter 8 Text Types and Purposes: Write an Informative/ Explanatory Text <ul style="list-style-type: none"> ○ Analyze a student model then write an informative/ explanatory text—pp. 210–213 • Chapter 9 Text Types and Purposes: Write an Evidence-Based Essay <ul style="list-style-type: none"> ○ Analyze a student model then write an evidence-based essay—pp. 224–227 • Chapter 10 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> ○ Analyze a student model then write an opinion piece—pp. 238–242 • Chapter 11 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> ○ Analyze a student model then write a research report—pp. 252–255 <p>TEACHER’S EDITION</p> <p>Chapter Review</p> <ul style="list-style-type: none"> • Write About It Rubric—Chapter 1, TE p. 40; Chapter 2, TE p. 72; Chapter 3, TE p. 104; Chapter 4, TE p. 136; Chapter 5, TE p. 160; Chapter 6, TE p. 192
<p>(C) use text evidence to support an appropriate response;</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Cite Evidence</p> <ul style="list-style-type: none"> • Evaluate details in the text—pp. 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184, 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184 <p>Comprehension Check</p> <ul style="list-style-type: none"> • Determine key ideas—pp. 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Support a Claim (list key details and important points from the texts to use as evidence)—Chapter 1, p. 36; Chapter 6, p. 188 • Compare and Contrast Texts (use details to compare and contrast texts)—Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156 • Connect to the Essential Question/Connect to the 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

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<p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (summary of a story should include key events and key words spoken by one or more of the characters, but not unimportant details or insignificant remarks)—pp. 22 <p>Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check <ul style="list-style-type: none"> ◦ Quote or paraphrase information appropriately—p. 235 • Creating an Organizational Structure (paraphrase and cite information/summarize important facts and details)—p. 238 • Paraphrasing <ul style="list-style-type: none"> ◦ Paraphrasing means putting information in your own words—239 • Taking notes (record source/summarize or paraphrase information)—p. 241 <p><u>TEACHER’S EDITION</u></p> <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Summarize the reading selection—Chapter 1, TE pp. 16, 18, 24, 26, 32, 34; Chapter 2, TE pp. 48, 50, 56, 58, 64, 66; Chapter 3, TE pp. 80, 82, 88, 90, 96, 98; Chapter 4, TE pp. 112, 114, 120, 122, 128, 130; Chapter 5, TE pp. 144, 146, 152, 154, 160, 162; Chapter 6, TE pp. 168, 170, 176, 178, 184, 186 <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (summary)—TE p. 21 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Students paraphrase information that they have learned from outside sources—TE p. 246 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Summary Chart/write a summary of the text—p. 5 ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Annotating a Text (briefly summarize each read)—pp. 1, 2 ◦ Summarizing—p. 5

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<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p><u>TEACHER'S EDITION</u> Writearound</p> <ul style="list-style-type: none"> • Create a writearound summary—Chapter 1, TE p. 25 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 7 Create a Response to Literature (create a work of art or another text)—TE p. 199 • Chapter 9 Create a Response to Literature (create artwork related to a poem)—TE p. 227 <p>Conduct Research</p> <ul style="list-style-type: none"> • Create: Note-Taking <ul style="list-style-type: none"> ◦ Taking Notes—TE p. 241 <p><u>DIGITAL RESOURCES</u> Chapters 1-6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Annotation Notes—pp. 2, 4 ◦ Close Reading Lesson Plans <ul style="list-style-type: none"> ◦ Annotating a Text—pp. 1, 2
<p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary—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 <p><u>TEACHER'S EDITION</u> Vocabulary Overview</p> <ul style="list-style-type: none"> • 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 • Domain-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 <p>Words to Know</p> <ul style="list-style-type: none"> • 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 • Domain-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 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> 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
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Progress Check <ul style="list-style-type: none"> Analyze explicit and implied meanings in a literary text—p. 9 Analyzing Meaning: “My Odyssey” (Greek Mythology)—pp. 12-19 <p>TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Meaning: “My Odyssey” (Greek Mythology)—pp. 12-19 <ul style="list-style-type: none"> Objective: Find the strongest textual evidence to support an analysis of both explicit and implied meanings in a text—TE p. 12 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 1 Analyzing Meaning Additional Practice <ul style="list-style-type: none"> Chapter 1 Analyzing Meaning: “Cold Hard Cash” (Realistic Fiction) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 1 Analyzing Meaning: “The Madness of Odysseus” (Greek Epic) Close Reading Practice <ul style="list-style-type: none"> Chapter 1 “One Step Closer to Freedom” (Historical Fiction) Chapter 1 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 1 Home Connect Chapter 1 Home Connect On the Go: Text Clues and Inferences (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Fannie Lou Hamer” (Biography) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Writing for Reform A Look at the Works of Upton Sinclair” (Biography) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect On the Go: What I Can Infer from the Text (graphic organizer)
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Speak at correct volume, use clear pronunciation, and make eye contact?/Use formal English when appropriate?—p. 204 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips—p. 12 <ul style="list-style-type: none"> • Use language that suits your audience and the occasion, maintaining consistency in your style and tone. • Speak loudly and clearly so that everyone can hear and understand you. • Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners. • Change the pitch, rate, and volume of your voice to express your ideas. • Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak. • When using visuals or audio, pause to allow your audience to respond to them. Clearly explain the connection between the visuals or audio and your topic. <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> 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.
<p>(I) reflect on and adjust responses as new evidence is presented; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> Did I: <ul style="list-style-type: none"> Build on ideas expressed by others and express my own ideas clearly? Revise my views when presented with new evidence or information?
<p>(J) defend or challenge the authors' claims using relevant text evidence.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Evaluating Evidence and Reasoning: "Remarks by the President on America's Energy Security" by Barack Obama (abridged) (Speech)—pp. 172-179 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 Good Speaker/Good Listener Checklist—p. 204 <ul style="list-style-type: none"> Did I: <ul style="list-style-type: none"> Distinguish claims that are supported by reasons and evidence from claims that are not? <p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 6 Evaluating Evidence and Reasoning Additional Practice <ul style="list-style-type: none"> Chapter 6 Evaluating Evidence and Reasoning: "The Graphene Revolution" (Opinion Piece) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 6 Evaluating Evidence and Reasoning: "The Case for Sustaining Biodiversity" (Persuasive Text) Instructional Videos <ul style="list-style-type: none"> Chapter 6 Evaluating Evidence and Reasoning Close Reading Practice <ul style="list-style-type: none"> Chapter 6 "Radio Waves" (Web Article)/"Don't Touch That Dial" (Editorial) Chapter 6 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 6 Home Connect Chapter 6 Home Connect On the Go: Evaluate Reasons and Evidence for Arguments (graphic organizer)

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<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) analyze how themes are developed through the interaction of characters and events;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27 • Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme and Summarizing • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme and Summarizing: “The Lost City” (Adventure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Theme and Summarizing: “The Elephant in the Dark” (Indian Fable) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Activity: Characters, Setting, Plot, and Theme (graphic organizer)
<p>(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35 • Chapter 1 Review: “Searching for Treasure”/“Searching for Ghosts”—pp. 39–40 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Trekking to Quiglo” (Science Fiction) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Ting the Cook” (Chinese Fable) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Analyze Dialogue and Events (graphic organizer)
<p>(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Quiglo” (Science Fiction) • Chapter 1 Review: “Searching for Treasure”/”Searching for Ghosts”—pp. 39–40 <p>TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (foreshadowing)—TE p. 29 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Chapter 5 Review: “The Legend of Sleepy Hollow” (Short Story)/”Sleepy Hollow Legends” (Film Adaptation)—pp. 159–160 <ul style="list-style-type: none"> ◦ Answer Explanations <ul style="list-style-type: none"> ◦ Flashback and a modern setting are not part of the original story—TE p. 160 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Trekking to Quiglo” (Science Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Ting the Cook” (Chinese Fable) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) ○ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Conversation Starter: Analyze Dialogue and Events (graphic organizer)
<p>(D) explain how the setting influences the values and beliefs of characters.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ○ Determine the theme or central idea of a literary text and analyze how it is developed through characters, setting, and plot—p. 9 • Analyzing Theme and Summarizing: “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale)—pp. 20–27 <ul style="list-style-type: none"> ○ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (examine characters, setting, and plot)—p. 20 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83 <ul style="list-style-type: none"> ○ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (consider setting of the poem)—p. 78 • Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 84–91 <ul style="list-style-type: none"> ○ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (underline the setting in this text)—p. 84 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (use clues to determine the setting)—p. 141 <p>TEACHER’S EDITION</p> <p>Assess and Respond</p> <ul style="list-style-type: none"> • Note how plot, setting, and characters work together to advance the story—TE p. 35 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Better understand the setting of this story by providing additional maps and/or images—TE p. 95 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Analyzing Narratives (analyze the author’s use of character, setting, and plot)—TE p. 199 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Conversation Starter: Setting, Events, Character’s Reactions (graphic organizer)
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 “My Odyssey” (Greek Mythology), pp. 12–19, “The Prince Who Acquired Wisdom” (A Retelling of a Santal Folk Tale), pp. 20–27, “The Gift of the Magi” (Drama), pp. 28–35 • Chapter 3 “Boston” by Ralph Waldo Emerson (Poem), pp. 76–83, “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry), pp. 84–91, “To Build a Fire” by Jack London (abridged) (Adventure), pp. 92–99 • Chapter 5 “The Open Window” adapted from the 1911 short story by Hector Hugh Munro (Saki) (Short Story)/“The Open Window” (Drama), pp. 140–147, “The Scavenger Hunt” (Realistic Fiction), pp. 148–155
	<p>DIGITAL RESOURCES Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Key Ideas and Details: Literary Texts—“Cold Hard Cash” (Realistic Fiction); “The Lost City” (Adventure); “Trekking to Quiglo” (Science Fiction) ○ Chapter 3 Craft and Structure: Literary Texts—“At Hatteras” (Poem); “Last Run” (Short Story)/“Road Trip” (Drama); “My Summer with Daniel Boone” (Realistic Fiction) ○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—“The Examination” (Fantasy Fiction)/“The Fence” (Screenplay); “The Story of Bjarki” (Norse Epic)/“Bjarki and the Giant Snake” (Drama) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “The Madness of Odysseus” (Greek Epic); “The Elephant in the Dark” (Indian Fable); “Ting the Cook” (Chinese Fable) ○ Chapter 3 “How the World Was Made” (Cherokee Folktale); “Hike!” (Short Story)/“Going to Grandma’s” (Short Story); “World’s Fair” (Realistic Fiction) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> ○ Chapter 5 “One Night at Cherbury Hall” (Historical Fiction) / “King Alfred Tricks the Danes” (Drama); “Mikaela Faces Her Fear of Heights” (Narrative Nonfiction) ● Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) ○ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) ○ Chapter 5 “Little Women” (Novel) / “Little Women” (Film Script) ● Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Charlie and the Advice” (Scottish Traditional Tale) ○ Chapter 2 “American Labor and the Great Depression” (Online Article) ○ Chapter 3 “A Mill Girl’s Story” (Realistic Fiction)
<p>(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction) / “Human or Machine?” (Poetry)—pp. 84–91 <p>TEACHER’S EDITION Assess and Respond</p> <ul style="list-style-type: none"> ● Underline descriptive details in the poem/discuss tone—TE p. 83 ● Highlight details from the poem/compare and contrast with other selection—TE p. 91 <p>Extend Thinking</p> <ul style="list-style-type: none"> ● Chapter 3 Investigate (research/compare poem with historical facts)—TE p. 83 ● Chapter 9 Create a Response to Literature (create artwork related to a poem)—TE p. 227 <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> ● Fluency Practice <ul style="list-style-type: none"> ○ Chapter 3 “A Valentine” (Poetry) ● Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect On the Go: Structure: Compare Poem and Play (graphic organizer)
<p>(C) analyze how playwrights develop dramatic action through the use of acts and scenes;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ● Analyzing Plot and Character: “The Gift of the Magi” (Drama)—pp. 28–35 ● Chapter 1 Review: “Searching for Treasure” / “Searching for Ghosts”—pp. 39–40 <p>TEACHER’S EDITION Extend Thinking</p> <ul style="list-style-type: none"> ● Chapter 5 Critique (critique the play, “The Open Window”)—TE p. 147 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Trekking to Quiglo” (Science Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character: “Ting the Cook” (Chinese Fable) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Plot and Character • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “One Step Closer to Freedom” (Historical Fiction) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Analyze Dialogue and Events (graphic organizer) <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: “Last Run” (Short Story)/”Road Trip” (Drama) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing Adaptations of Fiction: “The Examination” (Fantasy Fiction)/”The Fence” (Screenplay)
<p>(D) analyze characteristics and structural elements of informational text, including:</p>	
<p>(i) the controlling idea or thesis with supporting evidence;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Central Ideas/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 52-59 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing: “Shall Not Be Denied” (Narrative Nonfiction) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing: “Jane Addams” (Biography) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Details and Main Ideas (graphic organizer)
<p>(ii) features such as footnotes, endnotes, and citations; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Central Ideas/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 52–59 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (look for an author’s citations, or references, to additional sources)—p. 53 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 116–123 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (use subheadings to divide a text into sections)—p. 117 <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Read a Student Model—pp. 207–208 <ul style="list-style-type: none"> ◦ Formatting (subheads aid comprehension by making the organization of ideas clear)—p. 211 <p>Chapter 10 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Organization <ul style="list-style-type: none"> ◦ Subheadings group related information and establish an organizational structure—p. 238 <p>TEACHER’S EDITION</p> <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Use subheads—TE p. 213 <p>DIGITAL RESOURCE</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Provide citations for your sources—p. 2

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<p>(iii) multiple organizational patterns within a text to develop the thesis;</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Text Structures: "A Mill Girl's Story" (Realistic Fiction)/"Human or Machine?" (Poetry)—pp. 84–91 <ul style="list-style-type: none"> ◦ Introduction: Text structure is the way a text is organized. Text structure can refer to text format, such as chapters in a book or scenes in a play. It can also refer to the way ideas are presented, such as through description, cause/effect, or comparison/contrast—p. 84 • Chapter 3 Review: "On the Trail"/"On the Road"—pp. 103–104 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ 2nd Read <ul style="list-style-type: none"> • Look at the way the author structures the text—p. 4 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: "Last Run" (Short Story)/"Road Trip" (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: "Hike!" (Short Story)/"Going to Grandma's" (Short Story) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 "Life at Colony Camp: A Blog" (Science Fiction) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: "Controlling Disease Outbreaks" (Science Journal Article)—pp. 116–123 • Chapter 4 Review: "The VSC 1"/"Microcars"—pp. 135–136 <p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: "Sorry, Pluto" (Editorial) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Where Are All the Honeybees?” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Analyze the Development of an Idea (graphic organizer) <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “A Tour of the Atmosphere” (Explanatory Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Windmills and the Great Plains” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Satellites: Connecting Earth and Sky” (Technical Text) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Activity: Organization/Structure of Text (graphic organizer)
<p>(E) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim and analyzing the argument; (ii) identifying and explaining the counter argument; and (iii) identifying the intended audience or reader; and 	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Point of View and Purpose: “Seaweed to the Rescue!” (Persuasive Essay)—pp. 124–131 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (to make a strong argument, an author usually needs to present more than one reason to support his or her viewpoint on a topic)—p. 126 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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	<p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Introduction (introducing the claim)—pp. 252, 255 ◦ Acknowledging Counterclaims—pp. 254, 255 ◦ Creating an Organizational Structure—pp. 252, 255 <p>TEACHER’S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Consider what arguments were made in the different documents—TE p. 47 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> • Recall the author’s argument—TE p. 66 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Find evidence to support their positions and prepare counterarguments against the opposing position—TE p. 129 • Does evidence support other opinions?—TE p. 232 <p>Assess and Respond</p> <ul style="list-style-type: none"> • Identify topic sentences, opinions, and counterarguments—TE p. 131 <p>DIGITAL RESOURCES</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning: “The Graphene Revolution” (Opinion Piece) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning: “The Case for Sustaining Biodiversity” (Persuasive Text) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating Evidence and Reasoning • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “Radio Waves” (Web Article)/“Don’t Touch That Dial” (Editorial) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect On the Go: Evaluate Reasons and Evidence for Arguments (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 2 <ul style="list-style-type: none"> ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? ◦ Find supporting evidence.

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<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Using multimedia or 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 <p>TEACHER’S EDITION Digital Connection</p> <ul style="list-style-type: none"> Chapter 1 Researching World Literature—TE p. 15 Chapter 2 Primary Sources Online—TE p. 47 Chapter 3 History Online—TE p. 79 Chapter 4 Public Libraries and 3-D Printers—TE p. 111 Chapter 5 Movie Clips Online—TE p. 143 Chapter 6 Articles Online—TE p. 167 Chapter 7 Publishing Online—TE p. 206 Chapter 8 Publishing Online—TE p. 220 Chapter 9 Creating a Blog—TE p. 234 Chapter 10 Documentary—TE p. 248 Chapter 11 Recording a Debate—TE p. 262 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Reading Selections Additional Practice <ul style="list-style-type: none"> Additional Reading Selections Instructional Videos Close Reading Practice Fluency Practice Parent Resources Student Resources
<p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Determining Central Ideas/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 52–59 Chapter 2 Review: “World War I”/“Address to Congress (April 2, 1917)” —pp. 71–72 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing: “Shall Not Be Denied” (Narrative Nonfiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Ideas/Summarizing: “Jane Addams” (Biography) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Fireside Chat 19: The War with Japan (Dec. 9, 1941)” (Speech) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Details and Main Ideas (graphic organizer)
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Text Structures: “A Mill Girl’s Story” (Realistic Fiction)/“Human or Machine?” (Poetry)—pp. 84–91 • Chapter 3 Review: “On the Trail”/“On the Road”—pp. 103–104 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: “Last Run” (Short Story)/“Road Trip” (Drama) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Comparing and Contrasting Text Structures: “Hike!” (Short Story)/“Going to Grandma’s” (Short Story) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer) <p style="text-align: center;"><i>READING INFORMATIONAL TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 116–123 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Chapter 4 Review: “The VSC 1”/Microcars”—pp. 135–136 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Sorry, Pluto” (Editorial) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: “Where Are All the Honeybees?” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect On the Go: Analyze the Development of an Idea (graphic organizer)
<p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: “Controlling Disease Outbreaks” (Science Journal Article)—pp. 116–123 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (use subheadings to divide a text into sections)—p. 117 • Determining Point of View and Purpose: “Seaweed to the Rescue!” (Persuasive Essay)—pp. 124–131 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (authors use headings to signal the central idea of a text section)—p. 120 <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ◦ Text features such as subheadings and graphics help communicate information—pp. 207–208 • Read a Student Model <ul style="list-style-type: none"> ◦ Formatting (subheads aid comprehension by making the organization of ideas clear)—p. 211 ◦ Graphics (information in the form of a chart, graphic organizer, table, diagram, or timeline helps make ideas clearer and easier to understand)—p. 212 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Organization (subheadings group related information and establish an organizational structure)—p. 238 <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION</p> <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> • Illustrations/diagrams help readers better understand the text—Chapter 1, TE pp. 13, 23; Chapter 2, TE p. 45; Chapter 3, TE p. 95; Chapter 4, TE p. 119; Chapter 5, TE p. 143; Chapter 6, TE p. 181 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Create an illustrated outline of the text/find or draw illustrations—TE p. 109 <p>Review: Analyzing Text Structure</p> <ul style="list-style-type: none"> • The report's three subheadings correspond to three solutions to the drinkable-water problem—TE p. 240 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Photographs and illustrations ◦ Diagrams, graphs, charts, or maps ◦ Headings and subheadings • Lesson Plans <ul style="list-style-type: none"> ◦ Using Visuals and Text Features—pp. 11 and 12
<p>(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Word Choice: "Boston" by Ralph Waldo Emerson (Poem)—pp. 76–83 • Chapter 3 Review: "On the Trail"/"On the Road"—pp. 103–104 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language (verbal irony, sarcasm, overstatement/exaggeration, pun)—p. 102 <p>TEACHER'S EDITION</p> <p>Assess and Respond</p> <ul style="list-style-type: none"> • Use a Venn diagram to brainstorm original similes and metaphors—TE p. 216 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Analyzing Word Choice • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Word Choice: "At Hatteras" (Poem) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Word Choice: "How the World Was Made" (Cherokee Folktale) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) ○ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect Activity: Figurative Language: Metaphor, Simile, Allusion, Personification, Connotation, and Analogy (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ○ Authors of informational texts make specific word choices, using figurative, connotative, and technical terms to communicate information—p. 106 • Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115 <ul style="list-style-type: none"> ○ Informational texts, like literary texts, may include figurative language to help readers visualize and understand concepts—p. 108 • Chapter 4 Review: “The VSC 1”/Microcars”—pp. 135–136 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Understanding Technical Language • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Understanding Technical Language: “Bird Migration” (Science Journal Article) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 4 Understanding Technical Language: “Fighting Disease” (Brochure) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) ○ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect ○ Chapter 4 Home Connect Activity: Understanding Technical Language Using Context Clues (graphic organizer) <p>TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Support English Language Learners <ul style="list-style-type: none"> ○ Discuss the difference between the usual literal meanings and figurative meanings of words and phrases used in a speech—TE p. 173

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<p>(E) identify and analyze the use of literary devices, including multiple points of view and irony;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 92-99 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language (verbal irony, sarcasm, overstatement, exaggeration, pun)—p. 102 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Point of View and Purpose: “Seaweed to the Rescue!” (Persuasive Essay)—pp. 124-131 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “My Summer with Daniel Boone” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “World’s Fair” (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “Life at Colony Camp: A Blog” (Science Fiction) ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect On the Go: Different Perspectives/Dramatic Irony (graphic organizer) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose: “Friday’s Vote for Our Cycling Future” (Letter to the Editor) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose: “We Must Protect Our Ears” (Opinion Piece) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 4 Determining Point of View and Purpose • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “The Wonders of Medical Imaging” (Magazine Article) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Conversation Starter: Determine Author’s Point of View (graphic organizer)

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<p>(F) analyze how the author’s use of language contributes to the mood, voice, and tone; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Writers use figurative language and connotative meanings of words to convey meaning and tone in a text—p. 74 • Analyzing Point of View: “To Build a Fire” by Jack London (abridged) (Adventure)—pp. 92–99 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Comprehension Check (consider the man’s point of view and mood of the story)—p. 95 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language (verbal irony, sarcasm, overstatement/exaggeration)—p. 102 <p>TEACHER’S EDITION Assess and Respond</p> <ul style="list-style-type: none"> • Underline descriptive details in the poem/discuss what kind of tone these details help create—TE p. 83 <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “My Summer with Daniel Boone” (Realistic Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “World’s Fair” (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “Life at Colony Camp: A Blog” (analyzing point of view) (Science Fiction) ◦ Chapter 3 Close Reading Lesson Plan
<p>(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Create an analogy (extended comparison) that describes feelings about outdoor activities at different times of the year—p. 42 • Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 60–67 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (discuss how analogies connect ideas and events/discuss extended analogy)—p. 63 ◦ Guided Practice <ul style="list-style-type: none"> ◦ Cite Evidence (connect analogy to author’s point of view)—p. 64 <p style="text-align: right;"><i>continued</i></p>

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	<p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Word Choice: “Boston” by Ralph Waldo Emerson (Poem)—pp. 76–83 <ul style="list-style-type: none"> Guided Practice <ul style="list-style-type: none"> Cite Evidence (underline the lines that make an analogy, or comparison)—p. 80 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Understanding Technical Language: “Additive Manufacturing” (Science Magazine Article)—pp. 108–115 <ul style="list-style-type: none"> Guided Instruction <ul style="list-style-type: none"> Cite Evidence (analogy is a kind of figurative language that makes a comparison by pointing out similarities between two different things/identify the analogies)—pp. 108, 110 <p>TEACHER’S EDITION</p> <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Have groups discuss what each group described in the selection does for the common goal and talk about how the analogy works—TE p. 63 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> Extended analogy—TE p. 64
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>TEACHER’S EDITION</p> <p>Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Writing Handbook (detailed instructions on planning, drafting, revising, and editing student writing)—Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251 Introduce the Writing Process—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p>DIGITAL RESOURCE</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning Step 2: Drafting Step 3: Revising Step 4: Editing Step 5: Producing, Publishing, and Presenting

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<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11) <ul style="list-style-type: none"> Complete an outline to organize a first draft—Chapter 7, p. 199; Chapter 8, p. 213; Chapter 9, p. 227; Chapter 10, p. 242; Chapter 11, p. 255 <u>TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11) <ul style="list-style-type: none"> Create: Organizational Structure <ul style="list-style-type: none"> Brainstorming/Planning—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <u>DIGITAL RESOURCE</u> Writing Handbook <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning—p. 2 <ul style="list-style-type: none"> What am I writing? Why am I writing? What is my purpose? Who is my audience? Who will read my writing? Choose a topic that interests you. Find supporting evidence. Lesson Plans <ul style="list-style-type: none"> Step 1: Planning—pp. 1 and 2, 3 and 4 <ul style="list-style-type: none"> Assignment/Genre Brainstorming Find Supporting Details Assignment: Planning </p>
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	<p><u>TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11) <ul style="list-style-type: none"> Create: Organizational Structure <ul style="list-style-type: none"> Drafting a piece of writing—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255 Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <u>DIGITAL RESOURCE</u> Writing Handbook <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 2: Drafting </p>
<p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Writing Chapters (Chapters 7–11) <ul style="list-style-type: none"> Creating an Organizational Structure/Introducing a Topic—Chapter 7, pp. 196, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 238, 241; Chapter 11, pp. 252, 255 <p style="text-align: right;"><i>continued</i></p> </p>

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	<ul style="list-style-type: none"> Using Linking Words and Phrases—Chapter 7, pp. 197, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 11, pp. 252, 253, 256 Providing a Concluding Statement—Chapter 7, pp. 198, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 240, 241; Chapter 11, pp. 254, 256 <p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Introduce: Organizational Structure—Chapter 7, TE p. 196; Chapter 8, TE p. 210; Chapter 9, TE p. 224; Chapter 10, TE p. 238; Chapter 11, TE p. 252 Model: Organizational Structure—Chapter 8, TE p. 212; Chapter 9, TE p. 226; Chapter 10, TE p. 240; Chapter 11, TE p. 254
<p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Writing Chapters</p> <ul style="list-style-type: none"> Using Descriptive Details to Help Readers Visualize the Story’s Characters, Events, and Setting—Chapter 7, pp. 196, 199 Developing the Topic with Facts and Details—Chapter 8, pp. 211, 213; Chapter 9, pp. 225, 227; Chapter 10, pp. 239, 242; Chapter 11, pp. 253, 255 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Make an outline/add details—p. 3 Lesson Plans <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Find Supporting Evidence—p. 3 and 4
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> Figurative Language—p. 102 Word Relationships—p. 158 Connotation and Denotation—p. 190 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3: Revising—pp. 5, 6 <ul style="list-style-type: none"> Revising Checklist <ul style="list-style-type: none"> Ideas and Voice Organization and Coherence Word Choice Revising Together (with a partner) Lesson Plans—pp. 4 and 5, 6 and 7 <ul style="list-style-type: none"> Step 3: Revising <ul style="list-style-type: none"> Peer Review Peer Collaboration Assignment: Revising (in pairs)

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<p>(D) edit drafts using standard English conventions, including:</p>	<p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 8, 9 <ul style="list-style-type: none"> • Editing Checklist <ul style="list-style-type: none"> • Sentences • Grammar and Usage • Mechanics • Spelling ◦ Proofreading Marks • Lesson Plans—pp. 7 and 8, 9 and 10 <ul style="list-style-type: none"> ◦ Step 3: Editing <ul style="list-style-type: none"> ◦ Editing Tips ◦ Using Proofreading Marks ◦ Digital Integration ◦ Quotations and Citations ◦ Supporting English Language Learners ◦ Assignment: Editing
<p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><i>See Level G / Grade 7</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Simple, Compound, Complex, and Compound-Complex Sentences—p. 228 <p><i>See also Sadlier Grammar for Writing, Grade 8</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.1 Sentence Fragments—pp. 33–35 • Lesson 2.2 Run-on Sentences—pp. 36–38 <p>Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.4 Types of Sentence Structure—pp. 74–76 • Lesson 3.5 Using Phrases—pp. 77–79 • Lesson 3.6 Combining Sentences: Coordinating Conjunctions—pp. 80–81 • Lesson 3.7 Combining Sentences: Key Words and Phrases—pp. 82–83 • Lesson 3.8 Combining Sentences: Subordinate Clauses—pp. 84–85 <p>Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.1 Agreement of Subject and Verb—pp. 251–252 • Lesson 10.2 Compound Subjects—pp. 253–254 • Lesson 10.3 Indefinite Pronouns and Inverted Sentences—pp. 255–256 • Lesson 10.4 Special Nouns—pp. 257–258 • Lesson 10.5 Other Agreement Problems—pp. 259–260

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<p>(ii) consistent, appropriate use of verb tenses and active and passive voice;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Active Voice and Passive Voice—p. 228 • Using Active Voice and Passive Voice—p. 230 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—p. 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Sentences (I have consistently used active voice and corrected any unnecessary passive voice) • Grammar and Usage (all verbs are in the correct tense, and I have corrected any inappropriate shifts) <p><i>See also Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER’S ANNOTATED EDITION</u> Chapter 8 Verbs</p> <ul style="list-style-type: none"> • Lesson 8.1 Using Verbs—pp. 199–200 • Lesson 8.2 Regular and Irregular Verbs—pp. 201–202 • Lesson 8.3 More Irregular Verbs—pp. 203–204 • Lesson 8.4 Simple and Perfect Tenses—pp. 205–206 • Lesson 8.5 Shifts in Tense—pp. 207–208 • Lesson 8.6 Active and Passive Voice—pp. 209–210
<p>(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;</p>	<p><i>See Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER’S ANNOTATED EDITION</u> Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.5 Using Phrases—pp. 77–79 • Lesson 3.7 Combining Sentences: Key Words and Phrases—pp. 82–83 <p>Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> • Lesson 6.2 Subjects and Predicates (the subject is never in a prepositional phrase)—pp. 153–154 <p>Chapter 7 Nouns and Pronouns—pp. 170–170</p> <ul style="list-style-type: none"> • Lesson 7.7 Pronoun-Antecedent Agreement (influence of prepositional phrase on subject-verb agreement)—pp. 183–184 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> • Lesson 9.6 Using Prepositions and Prepositional Phrases—pp. 235–236 <p>Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.1 Agreement of Subject and Verb (the verb needs to agree with the subject, not with the object of a preposition)—pp. 251–252

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<p>(iv) pronoun-antecedent agreement;</p>	<p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—p. 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Grammar and Usage (all pronouns have clear antecedents, matching the nouns they replace) <p><i>See Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 7.7 Pronoun-Antecedent Agreement—pp. 183–184 • Lesson 7.8 Clear Pronoun Reference—pp. 185–186
<p>(v) correct capitalization;</p>	<p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—p. 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Mechanics (correct capitalization, including titles of publications and proper nouns) <p><i>See Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Standard Capitalization, Punctuation, and Spelling—p. 230 <p><i>See also Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> • Lesson 12.1 Names and Titles of People—pp. 301–302 • Lesson 12.2 Geographical Names—pp. 303–304 • Lesson 12.3 Quotations, Organizations, and Titles—pp. 305–306 • Lesson 12.4 Other Capitalization Rules—pp. 307–308
<p>(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Ellipses to Indicate Omitted Text—p. 216 • Punctuation for Pauses or Breaks—pp. 217, 258 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—p. 8 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Mechanics (correct punctuation) <p style="text-align: right;"><i>continued</i></p>

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	<p><i>See also Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Standard Capitalization, Punctuation, and Spelling—p. 230 <p><i>See also Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 11 Punctuation</p> <ul style="list-style-type: none"> • Lesson 11.1 End Marks and Abbreviations—pp. 269–270 • Lesson 11.2 Commas I—pp. 271–272 • Lesson 11.3 Commas II—pp. 273–274 • Lesson 11.4 Commas III—pp. 275–276 • Lesson 11.5 Semicolons and Colons—pp. 277–278 • Lesson 11.6 Quotation Marks and Italics—pp. 279–280 • Lesson 11.7 Punctuating Dialogue—pp. 281–282 • Lesson 11.8 Apostrophes—pp. 283–284 • Lesson 11.9 Other Marks of Punctuation—pp. 285–286
<p>(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Correct Spelling—p. 259 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—p. 8 <ul style="list-style-type: none"> • Editing Checklist <ul style="list-style-type: none"> • Spelling <p><i>See also Level G / Grade 7</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Standard Capitalization, Punctuation, and Spelling—p. 230 <p><i>See also Sadlier Grammar for Writing, Grade 8</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> • Lesson 12.5 Spelling Rules—pp. 309–310 • Lesson 12.6 Adding Prefixes and Suffixes—pp. 311–312 • Lesson 12.7 Forming Plurals—pp. 313–314 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Frequently Misspelled Words—pp. 323–324 • Commonly Confused Words—pp. 325–328

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<p>(E) publish written work for appropriate audiences.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Assignment: Write the final draft of the assigned narrative, essay, or report—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Publishing Online—TE p. 206 • Chapter 8 Publishing Online—TE p. 220 • Chapter 9 Creating a Blog—TE p. 234 • Chapter 10 Documentary—TE p. 248 • Chapter 11 Recording a Debate—TE p. 262 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Print out a final copy or neatly rewrite a clean copy by hand. ◦ Online Publishing and Digital Slide Presentations • Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Using Visuals and Other Text Features ◦ Publishing Formats ◦ Running Class Presentations ◦ Assignment: Digital Presentation
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193–195 • Analyze a student model then outline and write a fictional narrative—pp. 196–199 • Assignment: Final draft—p. 206 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Additional Practice <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Instructional Videos <ul style="list-style-type: none"> ◦ Write Fictional Narratives • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 7 Home Connect ◦ Chapter 7 Home Connect Conversation Starter: Play a Story-Telling Game (graphic organizer)
<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213 • Assignment: Final draft—p. 220 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 209A • Genre: Informative/Explanatory Text—TE p. 210 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Informative/Explanatory Text • Additional Practice <ul style="list-style-type: none"> ◦ Writing Informative/Explanatory Text • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Informative/Explanatory Text • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect ◦ Chapter 8 Home Connect Conversation Starter: Finding Credible Sources (graphic organizer) <p style="text-align: center;"><i>EVIDENCE-BASED ESSAYS</i></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 223A • Genre: Evidence-Based Essays—TE p. 224 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Additional Practice <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect ◦ Chapter 9 Home Connect On the Go: Compare Interpretations of a Favorite Song (graphic organizer) <p style="text-align: center;"><i>RESEARCH REPORTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • 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 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 237A • Genre: Research Report—TE p. 238 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Additional Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Research Reports • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 10 Home Connect ◦ Chapter 10 Home Connect Activity: Main Idea and Supporting Details (graphic organizer)
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 249–251 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> Analyze a student model then outline and draft an opinion piece—pp. 252–255 Assignment: Final draft—p. 262 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 251A Genre: Argumentative Essay—TE p. 252 <p>DIGITAL RESOURCES</p> <p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Write Argumentative Essays Additional Practice <ul style="list-style-type: none"> Write Argumentative Essays Instructional Videos <ul style="list-style-type: none"> Write Argumentative Essays Parent Resources <ul style="list-style-type: none"> Chapter 11 Home Connect Chapter 11 Home Connect Conversation Starter: Claim and Counterclaim and Reasons (graphic organizer) <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas Informational Texts</p> <ul style="list-style-type: none"> Evaluating Evidence and Reasoning: “Remarks by the President on America’s Energy Security” by Barack Obama (abridged) (Speech)—pp. 172–179 <p>TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 4 Assess (share opinions about threat of outbreaks today)—TE p. 123 Chapter 5 Critique (critique the play, “The Open Window”)—TE p. 147
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p>TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 3 Construct (write a letter)—TE p. 91 <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Chapter 5 Review: “Great Plains”/“A Plains Family Moves West”/“Joe’s Letter”—pp. 159–160 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Chapter 4 Determining Point of View and Purpose: “Friday’s Vote for Our Cycling Future” (Letter to the Editor) <p style="text-align: right;"><i>continued</i></p>

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	<p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 "Turn Off the A/C" (Letter to the Editor) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information Op-Ed: "The Case for Sustaining Biodiversity" (Opinion Piece)/"Our Growing Population" (Letter to the Editor)
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Home Connect (search online articles from reliable websites as well as technical manuals, newspapers, books of nonfiction essays, or other nonfiction sources)—p. 208 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221-223 • Analyze a student model then outline and write an evidence-based essay first draft—pp. 224-227 • Assignment: Final draft—p. 234 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 235-237 • Analyze a student model/take notes/outline then write a first draft of a research report—pp. 238-242 • Assignment: Final draft—p. 248 <p>TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 1 Researching World Literature—TE p. 15 • Chapter 2 Primary Sources Online—TE p. 47 • Chapter 3 History Online—TE p. 79 • Chapter 4 Public Libraries and 3-D Printers—TE p. 111 • Chapter 5 Movie Clips Online—TE p. 143 • Chapter 6 Articles Online—TE p. 167
<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check <ul style="list-style-type: none"> ◦ Conduct a short research project to answer a self-generated question—p. 235 • Home Connect (conduct research to answer a question)—p. 236 <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION Assess and Respond</p> <ul style="list-style-type: none"> • Develop three questions about the topic—TE p. 242 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ What am I writing? (ask questions about a topic that interests you)—p. 2 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (generate questions about the topic before beginning research)—pp. 3 and 4 ◦ Assignment: Planning (consult several credible and current sources to learn about the topic and develop a list of research questions)—pp. 3 and 4
(B) develop and revise a plan;	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Using the graphic organizer to plan—pp. 224, 227 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Using the graphic organizer to plan—pp. 238, 242 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ What am I writing? ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 2–4 <ul style="list-style-type: none"> ◦ Plan by making an outline/sample outline ◦ Digital Tip: Use organizational software ◦ Planning Together
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	<p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Why am I writing? What is my purpose? (answer any questions that come up during research)—p. 2 ◦ Planning and Research <ul style="list-style-type: none"> • Choose a topic that interests you (use questions that come up as you read to develop a focus for your topic)—p. 2 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (generate a list of specific questions about the topic before beginning research)—pp. 3 and 4
<p>(D) identify and gather relevant information from a variety of sources;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check (gather relevant information from multiple print and digital sources)—p. 235 • Home Connect (guide students as they review a source to find relevant facts and details)—p. 236 • Read a Student Model <ul style="list-style-type: none"> ◦ Relevant Information (make sure the information you gather from your sources is relevant and useful)—p. 239 <p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> • Progress Check/Home Connect (support the claim with logical reasons and relevant evidence)—pp. 249–250 • Read a Student Model <ul style="list-style-type: none"> ◦ Reasons and Evidence (support each reason with relevant evidence, such as facts and examples)—p. 253 <p><u>TEACHER’S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Genre: Evidence-Based Text (develop the topic with relevant, well-chosen textual evidence)—TE p. 224 • Evaluate a Writer’s Work (an evidence-based essay must include relevant and well-chosen facts, quotations, or other information to support its ideas)—TE p. 226 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Create: Note-Taking <ul style="list-style-type: none"> ◦ Taking Notes (students should write facts and details relevant to their research projects on index cards)—TE p. 241 <p>Chapter 11 Text Types and Purposes: Write Argumentative Essays</p> <ul style="list-style-type: none"> • Genre: Argumentative Essay (introduce a claim and develop it with logical reasons and relevant evidence)—TE p. 252 • Evaluate a Writer’s Work (an argumentative essay must include logical reasons and relevant evidence)—TE p. 254 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Planning and Research <ul style="list-style-type: none"> • Find Supporting Evidence (evidence should come from reliable sources—writings by experts in a particular field, found in trustworthy books and periodicals, and on reliable Web sites)—p. 2 ◦ Researching Your Topic (sources that are relevant and current/search print or online sources that must be reliable, accurate, and credible)—p. 4 <ul style="list-style-type: none"> • Where to Look • How to Search • How to Judge • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (understand how to find credible sources/search sites of reputable sources)—pp. 3 and 4
(E) differentiate between primary and secondary sources;	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Determining Central Ideas/Summarizing: “American Labor and the Great Depression” (Online Article)—pp. 52–59 <ul style="list-style-type: none"> ◦ Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (using material from primary sources—quoted, summarized, or paraphrased—to support their points)—p. 53 <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Chapter 2 Primary Sources Online—TE p. 47 • Chapter 3 History Online (explore primary sources)—TE p. 79 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Chapter 6 Review <ul style="list-style-type: none"> ◦ Write About It (include hyperlinks to primary source materials)—TE p. 192
(F) synthesize information from a variety of sources;	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Conflicting Information: Op-Ed: “Op-Ed: President’s Clean Energy Plan Must Be Refocused” by Staff Writer (Opinion Piece)—pp. 180–187 • Connect Across Tests <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 188 • Chapter 6 Review: “At the Centennial” (Scientific Narrative)/“Museum Exhibit: Telephones” (Web Article)—pp. 191–192 <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER’S EDITION Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Genre <ul style="list-style-type: none"> ◦ Research Report (synthesize information)—TE p. 238 ◦ Evaluate a Writer’s Work (synthesize information)—TE p. 240 <p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information: “Amory’s SCIBlog” (Blog)/”Turn Off the A/C” (Letter to the Editor) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information Op-Ed: “The Case for Sustaining Biodiversity” (Opinion Piece)/”Our Growing Population” (Letter to the Editor) • Instructional Videos <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Conflicting Information • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Conversation Starter: Compare Conflicting Information in Advertisements (graphic organizer)
<p>(G) differentiate between paraphrasing and plagiarism when using source materials;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Taking Notes <ul style="list-style-type: none"> ◦ Use index cards (summarize or paraphrase information)—p. 241 <p>Digital Connection: Publishing Online</p> <ul style="list-style-type: none"> • Publishing Online <ul style="list-style-type: none"> ◦ Ensure that sources are cited appropriately and that all material not cited is solely the work of the student and not plagiarized—TE p. 220 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Create: Note-Taking <ul style="list-style-type: none"> ◦ Summarizing and Paraphrasing Information—TE p. 241 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ How to Take Notes (paraphrase or summarize/using quotations)

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<p>(H) examine sources for:</p> <ul style="list-style-type: none"> (i) reliability, credibility, and bias, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language; 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Home Connect (summarize texts without bias)—p. 42 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Guided Instruction <ul style="list-style-type: none"> ◦ Cite Evidence (examine statements carefully for bias and objectivity)—p. 183 <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • List of Sources (use only accurate information from reliable, trustworthy sources)—p. 240 <p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Sources (use credible and accurate sources)—p. 253 • Outline (use credible sources)—p. 255 • Assignment (use credible sources)—p. 262 <p><u>TEACHER’S EDITION</u></p> <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • List of Sources (varied and reliable)—TE p. 240 • Create: Note-Taking <ul style="list-style-type: none"> ◦ Collecting Sources (identify sources that are credible and current)—TE p. 241 <p>Chapter 11 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Sources (use sources that are accurate and credible)—TE p. 253 <p>Review</p> <ul style="list-style-type: none"> • Analyzing Sources (accurate, credible, and trustworthy)—TE p. 254 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect Conversation Starter: Finding Credible Sources (graphic organizer) <p>Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 10 Home Connect Activity: Main Idea and Supporting Details (using reliable and credible print or digital sources) (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ Where to Look (avoid sources that are biased or one-sided) ◦ How to Judge (credible sources written by experts) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> ◦ Researching Your Topic (credible sources)
<p>(I) display academic citations and use source materials ethically; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • List of Sources—p. 240 <p>TEACHER'S EDITION</p> <p>Genre</p> <ul style="list-style-type: none"> • Research Report (direct quotations must be woven into the report smoothly, sources must be clearly cited, and the writer must include a complete list of the sources used)—TE p. 238 <p>Analyze a Student Model</p> <ul style="list-style-type: none"> • List of Sources—TE p. 240 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Citing Sources—TE p. 241 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ How to Cite Sources ◦ Step 4: Editing—p. 10 <ul style="list-style-type: none"> ◦ Editing Tips <ul style="list-style-type: none"> • Citing Sources • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 9 and 10 <ul style="list-style-type: none"> ◦ Quotations and Citations
<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 10 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Write the final copy of the research report—p. 248 <p>TEACHER'S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Formulate (discuss ideas in small groups then share them with the class)—TE p. 19 • Chapter 1 Investigate (each group present work to the rest of the class)—TE p. 27 • Chapter 1 Writing a Folktale (read stories aloud to the class)—TE p. 36 • Chapter 2 Hypothesize (groups analyze information, discuss ideas, then present points)—TE p. 51 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL H / GRADE 8
	<ul style="list-style-type: none"> • Chapter 2 Investigate (work in small groups)—TE p. 59 • Chapter 2 Investigate (share responses with the group)—TE p. 68 • Chapter 3 Investigate (present findings in a paper or multimedia presentation)—TE p. 83 • Chapter 3 Construct (write a letter/read to the class)—TE p. 91 • Chapter 3 Investigate (find visuals online to share with the class)—TE p. 100 • Chapter 4 Hypothesize (work in small groups)—TE p. 115 • Chapter 4 Assess (share ideas and opinions)—TE p. 123 • Chapter 4 Investigate (create a presentation to share findings with the class)—TE p. 132 • Chapter 5 Critique (debate issue with another team)—TE p. 147 • Chapter 5 Analyzing Characters ()—TE p. 156 • Chapter 5 Investigate (debate the issue)—TE p. 171 • Chapter 6 Investigate (present findings in a paper or multimedia presentation)—TE p. 179 • Chapter 7 Create a Response to Literature (present a group response)—TE p. 199 • Chapter 9 Create a Response to Literature (create a drawing, painting, photograph, or sculpture/display in a gallery)—TE p. 227 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Publishing Online—TE p. 206 • Chapter 8 Publishing Online—TE p. 220 • Chapter 9 Creating a Blog—TE p. 234 • Chapter 10 Documentary—TE p. 248 • Chapter 11 Recording a Debate—TE p. 262 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Who is my audience? (publish paper in print or online)—pp. 3 and 4 • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11-12 <ul style="list-style-type: none"> ◦ Improve the paper’s visual presentation by adding images or text features. ◦ Online Publishing and Digital Slide Presentations ◦ Speaking Tips (oral presentation) ◦ Digital Connection • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> ◦ Using Visuals and Text Features ◦ Publishing Formats ◦ Running Class Presentations ◦ Assignment: Digital Presentation (publish in digital formats)