

**Houghton Mifflin Harcourt  
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Grade 8**

correlated to the

**Indiana Academic Standards  
English/Language Arts  
Grade 8**

Standards		Page References
<b>READING</b>		
<b>READING: <i>Fiction</i></b>		
RL.1	<b>LEARNING OUTCOME FOR READING LITERATURE</b> Read and comprehend a variety of literature independently and proficiently	
8.RL.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 199–202, <b>199A</b> , <b>199–202</b> , 213–226, <b>213A</b> , <b>213–226</b> , 279–354, <b>279A</b> , <b>279–354</b> , 395–402, <b>395A</b> , <b>395–402</b> , 427–434, <b>427A</b> , <b>427–434</b>  <b>Close Reader/Teacher’s Edition:</b> 3–8, <b>30b–30g</b> , 21–30, <b>98b–98i</b> , 49–62, <b>176b–176k</b> , 91–108, <b>354b–354m</b> , 131–134, <b>436b–436e</b>

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RL.2	<p><b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b>            Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</p>
8.RL.2.1	<p>Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 27, 30a, 75, 76, 77, 77, 91, 92, 93, 95, 95, 105, 106, 108, 109, 110, 111, 114, 115, 117, 167, 168, 169, 170, 176a, 200, 213, 214, 215, 216, 218, 220, 221, 222, 223, 224, 228a, 230, 232, 232, 279, 280, 281, 282, 283, 284, 286, 287, 288, 290, 291, 295, 297, 298, 300, 302, 308, 309, 310, 312, 313, 314, 317, 320, 323, 324, 324, 325, 331, 332, 335, 344, 345, 347, 351, 354, 354, 354a, 388a, 397, 398, 399, 400, 428, 430, 430, 431, 433, 436a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–26, 3–26, 30a, 75–76, 75–76, 89–94, 89–94, 105–116, 105–116, 167–172, 167–172, 176a, 199–200, 199–200, 213–224, 213–224, 228a, 229–231, 229–231, 279–323, 279–323, 325–352, 325–352, 354a, 385–386, 385–386, 388a, 395–400, 395–400, 427–429, 427–429, 431, 431, 433, 433, 436a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>3–8, 30b–30g, 21–30, 98b–98i, 31–34, 120b–120e, 49–62, 176b–176k, 71–78, 228–228g, 79–82, 234b–234e, 91–108, 354b–354m, 111–124, 404b–404k, 131–134, 436b–436e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>28, 28, 78, 78, 96, 96, 118, 118, 174, 174, 202, 202, 207–210, 207–210, 226, 226, 233, 233, 269–272, 269–272, 324, 324, 388, 388, 402, 402, 430, 430, 432, 432, 434, 434, 436, 436</b></p>

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8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>30a, 107, 108, 109, 112, 116, 117, 117, 120a, 167, 173, 173, 176a, 213, 214, 218, 223, 224, 225, 225, 230, 232, 232, 234a, 388a, 404a, 431</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition</b>  <b>30a, 105–116, 105–116, 120a, 167–172, 167–172, 176a, 213–224, 213–224, 229–231, 229–231, 234a, 385–386, 385–386, 388a, 404a, 427–429, 427–429, 431, 431, 433, 433</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            31–34, <b>120b–120e</b>, 49–62, <b>176b–176k</b>, 71–78, <b>228–228g</b>, 79–82, <b>234b–234e</b>, 131–134, <b>436b–436e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            28, <b>28</b>, 118, <b>118</b>, 124, <b>124</b>, 174, <b>174</b>, 226, <b>226</b>, 233, <b>233</b>, 269–272, <b>269–272</b>, 388, <b>388</b>, 402, <b>402</b>, 432, <b>432</b>, 434, <b>434</b>, 436, <b>436</b></p>

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8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27, 30a, 98a, 105, 106, 108, 110, 111, 112, 115, 117, 117, 169, 173, 173, 215, 217, 221, 222, 225, 225, 228a, 282, 283, 284, 286, 288, 289, 290, 294, 295, 296, 298, 300, 308, 310, 313, 320, 323, 324, 324, 326, 327, 328, 329, 331, 332, 335, 336, 341, 344, 345, 349, 353, 353, 354a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–26, 3–26, 30a, 98a, 105–116, 105–116, 167–172, 167–172, 213–224, 213–224, 228a, 279–323, 279–323, 325–352, 325–352, 354a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>3–8, 30b–30g, 49–62, 176b–176k, 71–78, 228–228g, 91–108, 354b–354m</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>28, 28, 96, 96, 118, 118, 174, 174, 226, 226, 324, 324, 354, 354, 402, 402</b></p>

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8.RL.2.4	Students are expected to build upon and continue applying concepts learned previously.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            3–26, <b>3–26</b>, <b>30a</b>, 75–76, <b>75–76</b>, 89–94, <b>89–94</b>, 105–116, <b>105–116</b>,            167–172, <b>167–172</b>, <b>176a</b>, 199–200, <b>199–200</b>, 213–224, <b>213–224</b>,  <b>228a</b>, 229–231, <b>229–231</b>, 279–323, <b>279–323</b>, 325–352, <b>325–352</b>,  <b>354a</b>, 385–386, <b>385–386</b>, <b>388a</b>, 395–400, <b>395–400</b>, 427–429, <b>427–</b>  <b>429</b>, 431, <b>431</b>, 433, <b>433</b>, <b>436a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            3–8, <b>30b–30g</b>, 21–30, <b>98b–98i</b>, 31–34, <b>120b–120e</b>, 49–62, <b>176b–</b>  <b>176k</b>, 71–78, <b>228–228g</b>, 79–82, <b>234b–234e</b>, 91–108, <b>354b–354m</b>,            111–124, <b>404b–404k</b>, 131–134, <b>436b–436e</b></p>
RL.3	<p><b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b>            Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>	
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>200</b>, 201, <b>201</b>, <b>202a</b>, <b>368a</b>, <b>431</b>, 432, <b>432</b>, <b>433</b>, 434, <b>434</b>, 435, <b>435</b>,  <b>436a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            199–200, <b>199–200</b>, <b>202a</b>, <b>368a</b>, <b>427–429</b>, 431, <b>431</b>, 433, <b>433</b>, <b>436a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            79–82, <b>234b–234e</b>, 111–124, <b>404b–404k</b>, 131–134, <b>436b–436e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            202, <b>202</b>, 233, <b>233</b>, 432, <b>432</b>, 434, <b>434</b>, 436, <b>436</b></p>

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8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>89, 90, 92, 93, 95, 95, 98a, 328, 395, 396, 397, 398, 401, 401, 404a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>89–94, 89–94, 98a, 328, 395–400, 395–400</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>21–30, 98b–98i, 111–124, 404b–404k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>96, 96, 118, 118, 402, 402</b></p>
RL.4	<p><b>SYNTHESIS AND CONNECTION OF IDEAS</b>            Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</p>	
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>122, 123, 123, 124a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>105–116, 105–116, 121–122, 121–122, 124a</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>124, 124</b></p>

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8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.	<b>INSTRUCTION</b> <b>Student Edition/Teacher’s Edition:</b> <b>75, 76, 77, 77, 78a, 78b, 108, 109, 113, 117, 117, 120a</b>  <b>APPLICATION</b> <b>75–77, 75–77, 78a, 78b, 105–116, 105–116, 120a</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> <b>78, 78, 118, 118</b>
<b>READING: Nonfiction</b>		
RN.1	<b>LEARNING OUTCOME FOR READING NONFICTION</b> Read and comprehend a variety of nonfiction independently and proficiently	
8.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>41–51, 41A, 41–51, 125–130, 125A, 125–130, 247–258, 247A, 247–258, 405–416, 405A, 405–416, 419–425, 419A, 419–425</b>  <b>Close Reader/Teacher’s Edition:</b> <b>9–12, 52b–52e, 35–40, 132b–132g, 43–48, 150b–150g, 63–68, 198b–198g, 83–88, 246b–246g, 125–130, 418b–418g</b>
RN.2	<b>KEY IDEAS AND TEXTUAL SUPPORT</b> Extract and construct meaning from nonfiction texts using a range of comprehension skills	

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8.RN.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>            32, 34, 35, 36, 41, 42, 44, 45, 46, 48, 53, 54, 59, 61, 62, 63, 65, 100, 125, 127, 128, 144, 145, 153, 155, 156, 157, 158, 159, 160, 161, 166a, 178, 179, 180, 182, 183, 185, 188, 190, 191, 193, 247, 248, 249, 251, 253, 254, 255, 255, 256, 257, 258, 258, 356, 357, 358, 359, 362, 363, 364, 365, 366, 366, 405, 407, 409, 410, 411, 412, 413, 415, 415, 418a, 420, 422, R22–28, R22–R28</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            31–36, 31–36, 41–49, 41–49, 53–66, 53–66, 125–128, 125–128, 143–147, 143–147, 151–162, 151–162, 166a, 177–194, 177–194, 247–254, 247–254, 256–257, 256–257, 355–365, 355–365, 405–414, 405–414, 418a, R23, R23</p> <p><b>Close Reader/Teacher’s Edition:</b>            9–12, 52b–52e, 13–18, 70b–70g, 35–40, 132b–132g, 43–48, 150b–150g, 63–68, 198b–198g, 83–88, 246b–246g, 125–130, 418b–418g</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            38, 38, 51, 51, 68, 68, 74, 74, 103, 103, 130, 130, 137–140, 137–140, 149, 149, 164, 164, 196, 196, 244, 244, 255, 255, 258, 258, 260, 260, 273–276, 273–276, 367, 367, 376, 376, 384, 384, 416, 416, 425, 425, 441–444, 441–444</p>

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8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>32, 37, 37, 40a, 125, 126, 127, 128, 129, 129, 132a, 246a, 247, 248, 249, 251, 253, 254, 255, 255, 256, 262a, R16–R21, R16–R21, R22–R28, R22–R28</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>31–36, 31–36, 40a, 125–128, 125–128, 132a, 246a, 247–254, 247–254, 256–257, 256–257, 262a, R17, R17, R20, R20</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>35–40, 132b–132g, 43–48, 150b–150g, 125–130, 418b–418g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>38, 38, 51, 51, 68, 68, 74, 74, 103, 103, 130, 130, 255, 255, 260, 260, 367, 367, 376, 376, 384, 384, 416, 416, 425, 425</b></p>

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8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>            31, 34, 37, 37, 43, 46, 49, 50, 50, 52a, 56, 58, 59, 62, 64, 66, 67, 67, 125, 127, 128, 129, 129, 132a, 144, 145, 146, 147, 148, 148, 150a, 151, 152, 153, 155, 157, 158, 159, 160, 161, 163, 163, 166a, 178, 179, 180, 185, 188, 190, 195, 195, 198a, 248, 249, 251, 254, 255, 255, 256, 257, 258, 258, 355, 357, 361, 362, 365, 366, 366, 368a, R16–R21, R16–R21</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            31–36, 31–36, 41–49, 41–49, 52a, 53–66, 53–66, 125–128, 125–128, 132a, 143–147, 143–147, 150a, 151–162, 151–162, 166a, 177–194, 177–194, 198a, 247–254, 247–254, 256–257, 256–257, 355–365, 355–365, 368a, R18, R18, R25, R25</p> <p><b>Close Reader/Teacher’s Edition:</b>            9–12, 52b–52e, 35–40, 132b–132g, 43–48, 150b–150g, 63–68, 198b–198g, 125–130, 418b–418g</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            38, 38, 51, 51, 68, 68, 74, 74, 103, 103, 130, 130, 149, 149, 164, 164, 196, 196, 244, 244, 260, 260, 367, 367, 376, 376, 416, 416</p>

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RN.3	<p><b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>            Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</p>	
8.RN.3.1	<p>Students are expected to build upon and continue applying concepts learned previously.</p>	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            31–36, <b>31–36</b>, 41–49, <b>41–49</b>, 53–66, <b>53–66</b>, 125–128, <b>125–128</b>, 143–147, <b>143–147</b>, 151–162, <b>151–162</b>, <b>166a</b>, 177–194, <b>177–194</b>, 247–254, <b>247–254</b>, 256–257, <b>256–257</b>, 355–365, <b>355–365</b>, 405–414, <b>405–414</b>, <b>418a</b>, R23, <b>R23</b></p> <p><b>Close Reader/Teacher’s Edition:</b>            9–12, <b>52b–52e</b>, 13–18, <b>70b–70g</b>, 35–40, <b>132b–132g</b>, 43–48, <b>150b–150g</b>, 63–68, <b>198b–198g</b>, 83–88, <b>246b–246g</b>, 125–130, <b>418b–418g</b></p>

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8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>34, 37, 37, 146, 148, 148, 150a, 151, 152, 153, 154, 155, 156, 158, 159, 161, 163, 163, 166a, 178, 179, 180, 185, 188, 195, 195, 198a, 236, 239, 243, 243, 247, 249, 253, 255, 255, 380, 382, 384a, 406, 418a, 420, 421, 422, 424, 424, R16–R21, R16–R21</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>31–36, 31–36, 143–147, 143–147, 149, 149, 150a, 151–162, 151–162, 166a, 177–194, 177–194, 198a, 235–242, 235–242, 247–254, 247–254, 256–257, 256–257, 379–382, 379–382, 384a, 406, 418a, 419–423, 419–423, R17, R17, R20, R20, R21, R21, R25, R25</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>43–48, 150b–150g, 63–68, 198b–198g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>38, 38, 68, 68, 164, 164, 196, 196, 244, 244, 255, 255, 260, 260, 367, 367, 384, 384, 425, 425</b></p>

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8.RN.3.3	Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>35, 40a, 47, 101, 102, 102, 104a, 125, 127, 128, 129, 129, 132a, 143, 144, 147, 148, 148, 150a, 182, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243, 246a, 357, 359, 361, 365, 366, 366, 368a, 369, 370, 372, 374, 375, 375, 378a, 420, R16–R21, R16–R12, R22–28, R22–R28</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>35, 40a, 47, 99–101, 99–101, 104a, 125–128, 125–128, 132a, 143–147, 143–147, 150a, 182, 235–242, 235–242, 246a, 355–365, 355–365, 368a, 369–374, 369–374, 378a, 420, R22, R22</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>13–18, 70b–70g, 43–48, 150b–150g, 83–88, 246b–246g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>74, 74, 103, 103, 130, 130, 149, 149, 244, 244, 367, 367, 376, 376, 384, 384, 416, 416, 425, 425</b></p>

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RN.4	<p><b>SYNTHESIS AND CONNECTION OF IDEAS</b>            Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas</p>	
8.RN.4.1:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>70a, 236, 237, 238, 239, 240, 241, 242, 243, 243, 246a, 256, 257, 258, 258, 419, 421, 422, 423, 424, 424, 426a, R22–R28, R22–R28</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>70a, 235–242, 235–242, 246a, 247–254, 247–254, 256–257, 256–257, 419–423, 419–423, 426a, R22, R22, R27, R27, R28, R28</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>83–88, 246b–246g, 125–130, 418b–418g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>244, 244, 258, 258, 260, 260, 376, 376, 384, 384, 425, 425</b></p>

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8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>            72, 73, 73, 74a, 122, 123, 123, 258, 258, 268, 268</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            71–72, 71–71, 74a, 121–122, 121–122, 247–254, 247–254, 256–257, 256–257, 263–268, 263–268</p> <p><b>Close Reader/Teacher’s Edition:</b>            83–88, 246b–246g</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            74, 74, 124, 124, 258, 258, 268, 268</p>
8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>            259, 259, 262a</p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            235–242, 235–242, 247–254, 247–254, 262a</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            244, 244, 260, 260</p>
RV.1	<p><b>LEARNING OUTCOME FOR READING VOCABULARY</b>            Acquire, refine, and apply vocabulary using various strategies and sources</p>	

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8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 2, 2, 6, 17, 29, 29, 34, 46, 52, 52, 56, 69, 69, 72, 76, 88, 88, 91, 100, 106, 122, 128, 142, 142, 145, 152, 169, 175, 175, 182, 191, 200, 212, 212, 215, 227, 227, 230, 237, 250, 261, 261, 264, 278, 278, 287, 351, 357, 371, 394, 394, 397, 407, 420, 429, R53–R59, R53–R59
RV.2	<b>RV.2: VOCABULARY BUILDING</b> Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships	
8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 29, 29, 119, 119, 150, 150, 175, 175, 197, 197, 261, 261, 368, 368, R53, R53
8.RV.2.2	Students are expected to build upon and continue applying concepts learned previously.	<b>APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 2, 2, 6, 17, 29, 29, 34, 46, 52, 52, 56, 69, 69, 72, 76, 88, 88, 91, 100, 106, 122, 128, 142, 142, 145, 152, 169, 175, 175, 182, 191, 200, 212, 212, 215, 227, 227, 230, 237, 250, 261, 261, 264, 278, 278, 287, 351, 357, 371, 394, 394, 397, 407, 420, 429, R53–R59
8.RV.2.3	Distinguish among the connotations of words with similar denotations.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 179, 186, 192, 195, 195, 368, 368, R57, R57
8.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 52, 52, 69, 69, 119, 119, 131, 131, 150, 150, 227, 227, 245, 245, 377, 377, 426, 426, R54–R57, R54–R57
8.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 39, 39, 97, 97, 119, 119, 417, 417, R58–R59, R58–R59

Standards	Page References
RV.3	<p><b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>            Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</p>
8.RV.3.1	<p>Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>7, 16, 18, 19, 70a, 75, 76, 77, 77, 78a, 78b, 91, 94, 105, 110, 115, 162, 168, 169, 170, 71, 172, 173, 173, 200, 201, 201, 202a, 214, 219, 221, 225, 225, 231, 234a, 283, 285, 287, 288, 289, 294, 297, 299, 301, 302, 306, 312, 315, 316, 323, 328, 334, 337, 342, 348, 386, 387, 387, 388b, 396, 398, 399, 400, 401, 401, 428, 429, 430, 430, 436a</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>3–26, 3–26, 70a, 75–76, 75–76, 78a, 78b, 89–94, 89–94, 105, 110, 115, 167–172, 167–172, 199–200, 199–200, 202a, 213–224, 213–224, 229–231, 229–231, 283, 285, 287, 288, 289, 294, 297, 299, 301, 302, 306, 312, 315, 316, 323, 328, 334, 337, 342, 348, 385–386, 385–386, 388b, 395–400, 395–400, 427–429, 431, 431, 433, 433, 436a</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>21–30, 98b–98i, 49–62, 176b–176k, 91–108, 354b–354m, 111–124, 404b–404k, 131–134, 436b–436e</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>28, 28, 78, 78, 96, 96, 174, 174, 202, 202, 226, 226, 233, 233, 234a, 388, 388, 402, 402, 430, 430, 434, 434, 436, 436</b></p>

Standards		Page References
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p><b>INSTRUCTION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>33, 48, 53, 55, 56, 57, 58, 59, 61, 63, 65, 67, 67, 70a, 99, 100, 102, 102, 127, 143, 153, 154, 155, 156, 158, 159, 161, 163, 163, 179, 183, 184, 186, 189, 191, 192, 193, 195, 195, 238, 243, 252, 258, 258, 360, 361, 371, 373, 375, 375, 380, 381, 382, 383, 383, 384a, 405, 408, 409, 410, 412, 413, 414, 415, 415</b></p> <p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>33, 48, 53–66, 53–66, 70a, 99–101, 99–101, 127, 143, 151–162, 151–162, 177–194, 177–194, 238, 360, 361, 369–374, 369–374, 379–382, 379–382, 384a, 405–414, 405–414, R24, R24</b></p> <p><b>Close Reader/Teacher’s Edition:</b>  <b>13–18, 70b–70g, 43–48, 150b–150g, 63–68, 198b–198g, 125–130, 418b–418g</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>38, 38, 51, 51, 68, 68, 103, 103, 130, 130, 149, 149, 164, 164, 196, 196, 244, 244, 258, 258, 367, 367, 376, 376, 376, 384, 384, 416, 416, 425, 425</b></p>
8.RV.3.3	Interpret figures of speech (e.g. verbal irony, puns) in context.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition:</b>  <b>165, 165, 175, 175, 316, 334, 403, 403, R53</b></p>

Standards	Page References
<b>WRITING</b>	
W.1	<b>LEARNING OUTCOME FOR WRITING</b> Write effectively for a variety of tasks, purposes, and audiences
8.W.1:	<p>Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p> <p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing as a Process</p> <ul style="list-style-type: none"> <li>• Task, Purpose, and Audience</li> <li>• Writing Arguments</li> <li>• Writing Informative Texts</li> <li>• Writing Narratives</li> <li>• Using Textual Evidence</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>72–82</b>, 83–86, <b>83–86</b>, 133–136, <b>133–136</b>, 137–140, <b>137–140</b>, 203–206, <b>203–206</b>, 207–210, <b>207–210</b>, <b>262a</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, 437–440, <b>437–440</b>, 441–444, <b>441–444</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            28, <b>28</b>, 51, <b>51</b>, 68, <b>68</b>, 79–82, <b>72–82</b>, 83–86, <b>83–86</b>, 96, <b>96</b>, 118, <b>118</b>, 133–136, <b>133–136</b>, 137–140, <b>137–140</b>, 149, <b>149</b>, 196, <b>196</b>, 203–206, <b>203–206</b>, 207–210, <b>207–210</b>, 226, <b>226</b>, 233, <b>233</b>, 260, <b>260</b>, 269–272, <b>269–272</b>, 273–276, <b>273–276</b>, 354, <b>354</b>, 376, <b>376</b>, 388, <b>388</b>, 389–392, <b>389–392</b>, 402, <b>402</b>, 436, <b>436</b>, 437–440, <b>437–440</b>, 441–444, <b>441–444</b></p>

Standards		Page References
W.2	<b>HANDWRITING</b> Demonstrate the ability to write legibly	
8.W.2	Students are expected to build upon and continue applying concepts learned previously.	<b>APPLICATION</b> <b>Digital Collections/Lessons:</b> <b>Student Edition/Teacher’s Edition:</b> 79–82, <b>72–82</b> , 83–86, <b>83–86</b> , 133–136, <b>133–136</b> , 137–140, <b>137–140</b> , 203–206, <b>203–206</b> , 207–210, <b>207–210</b> , <b>262a</b> , 269–272, <b>269–272</b> , 389–392, <b>389–392</b> , 437–440, <b>437–440</b> , 441–444, <b>441–444</b>
W.3	<b>WRITING GENRES:</b> Develop and refine writing skills by writing for different purposes and to specific audiences or people	
8.W.3.1	Write arguments in a variety of forms that –	
8.W.3.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Writing Arguments <ul style="list-style-type: none"> <li>• What Is a Claim?</li> <li>• Creating a Coherent Argument</li> </ul> <b>Student Edition/Teacher’s Edition:</b> 133–136, <b>133–136</b> , 273–276, <b>273–276</b> , 441–444, <b>441–444</b> , R2–R3, <b>R2–R3</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 133–136, <b>133–136</b> , 260, <b>260</b> , 268, <b>268</b> , 273–276, <b>273–276</b> , 388, <b>388</b> , 441–444, <b>441–444</b>

Standards		Page References
8.W.3.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Support: Reasons and Evidence</li> <li>• Building Effective Support</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 441–444, <b>441–444</b>, R2–R3, <b>R2–R3</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 260, <b>260</b>, 268, <b>268</b>, 273–276, <b>273–276</b>, 388, <b>388</b>, 441–444, <b>441–444</b></p>
8.W.3.1.c	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<p><b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Creating a Coherent Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 441–444, <b>441–444</b>, R2–R3, <b>R2–R3</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 388, <b>388</b>, 441–444, <b>441–444</b></p>

Standards		Page References
8.W.3.1.d	Establish and maintain a consistent style and tone appropriate to purpose and audience.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 441–444, <b>441–444</b>, R2–R3, <b>R2–R3</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 388, <b>388</b>,            441–444, <b>441–444</b></p>
8.W.3.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Arguments</p> <ul style="list-style-type: none"> <li>• Concluding Your Argument</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 441–444, <b>441–444</b>, R2–R3, <b>R2–R3</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 273–276, <b>273–276</b>, 388, <b>388</b>,            441–444, <b>441–444</b></p>

Standards		Page References
8.W.3.2	Write informative compositions on a variety of topics that –	
8.W.3.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Developing a Topic</li> <li>• Organizing Ideas</li> <li>• Introductions and Conclusions</li> <li>• Using Graphics and Multimedia</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, R4–R5, <b>R4–R5</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b></p>
8.W.3.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>• Elaboration</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, R4–R5, <b>R4–R5</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 96, <b>96</b>, 118, <b>118</b>, 137–140, <b>137–140</b>, 149, <b>149</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b></p>

Standards		Page References
8.W.3.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Organizing Ideas</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, R4–R5, <b>R4–R5</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b></p>
8.W.3.2.d	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Precise Language and Vocabulary</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, R4–R5, <b>R4–R5</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b></p>

Standards		Page References
8.W.3.2.e	Establish and maintain a style appropriate to the purpose and audience.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Formal Style</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, R4–R5, <b>R4–R5</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b></p>
8.W.3.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Informative Texts</p> <ul style="list-style-type: none"> <li>Introductions and Conclusions</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, R4–R5, <b>R4–R5</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>79–82</b>, 137–140, <b>137–140</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b></p>

Standards		Page References
8.W.3.3	Write narrative compositions in a variety of forms that –	
8.W.3.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Context</li> <li>• Point of View and Characters</li> <li>• Narrative Structure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b>, R6–R7, <b>R6–R7</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b></p>
8.W.3.3.b	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives</p> <ul style="list-style-type: none"> <li>• Narrative Structure</li> <li>• Narrative Techniques</li> <li>• The Language of Narrative</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b>, R6–R7, <b>R6–R7</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b></p>

Standards		Page References
8.W.3.3.c	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives           <ul style="list-style-type: none"> <li>Narrative Structure</li> </ul> <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b>, R6–R7, <b>R6–R7</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b></p>
8.W.3.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives           <ul style="list-style-type: none"> <li>The Language of Narrative</li> </ul> <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b>, R6–R7, <b>R6–R7</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b></p>

Standards		Page References
8.W.3.3.e	Provide an ending that follows from and reflects on the narrated experiences or events.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing Narratives           <ul style="list-style-type: none"> <li>Narrative Structure</li> </ul> <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b>, R6–R7, <b>R6–R7</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            83–86, <b>83–86</b>, 437–440, <b>437–440</b></p>
W.4	<b>THE WRITING PROCESS</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others	
8.W.4	Apply the writing process to –	
8.W.4.a	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Writing as a Process           <ul style="list-style-type: none"> <li>Introduction</li> <li>Planning and Drafting</li> <li>Revising and Editing</li> <li>Trying a New Approach</li> </ul> <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>72–82</b>, 83–86, <b>83–86</b>, 133–136, <b>133–136</b>, 137–140, <b>137–140</b>, 203–206, <b>203–206</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, 437–440, <b>437–440</b>, 441–444, <b>441–444</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>72–82</b>, 83–86, <b>83–86</b>, 133–136, <b>133–136</b>, 137–140, <b>137–140</b>, 203–206, <b>203–206</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 389–392, <b>389–392</b>, 437–440, <b>437–440</b>, 441–444, <b>441–444</b></p>

Standards		Page References
8.W.4.b	Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Producing and Publishing with Technology</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Writing for the Internet</li> <li>• Interacting with Your Online Audience</li> <li>• Using Technology to Collaborate</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            79–82, <b>72–82</b>, 83–86, <b>83–86</b>, 133–136, <b>133–136</b>, 137–140, <b>137–140</b>,            203–206, <b>203–206</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 273–276,  <b>273–276</b>, 437–440, <b>437–440</b>, 441–444, <b>441–444</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            79–82, <b>72–82</b>, 83–86, <b>83–86</b>, 133–136, <b>133–136</b>, 137–140, <b>137–140</b>,            203–206, <b>203–206</b>, 207–210, <b>207–210</b>, 269–272, <b>269–272</b>, 273–276,  <b>273–276</b>, 389–392, <b>389–392</b>, 437–440, <b>437–440</b>, 441–444, <b>441–444</b></p>

Standards		Page References
W.5	<p><b>THE RESEARCH PROCESS</b>            Build knowledge about the research process and the topic under study by conducting research</p>	
8.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Conducting Research</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Starting Your Research</li> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Conducting Field Research</li> <li>• Using the Internet for Research</li> <li>• Refocusing Your Inquiry</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Synthesizing Information</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>198a, 203–206, 203–206, 207–210, 207–210, 389–392, 389–392, R8–R11, R8–R11</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>38, 38, 51, 51, 68, 68, 74, 74, 78, 78, 118, 118, 164, 164, 174, 174, 196, 196, 203–206, 203–206, 207–210, 207–210, 244, 244, 268, 268, 384, 384, 389–392, 389–392, 425, 425</b></p>
8.W.5.a	<p>Formulate a research question.</p>	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>198a, R8</b></p>

Standards		Page References
8.W.5.b	Gather relevant information from multiple sources, using search terms effectively, and annotate sources.	<p><b>Digital Collections/Lessons:</b>            Conducting Research</p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Using the Library for Research</li> <li>• Using the Internet for Research</li> </ul> <p>Evaluating Sources</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Evaluating Sources for Usefulness</li> <li>• Evaluating Sources for Reliability</li> </ul> <p>Using Textual Evidence</p> <ul style="list-style-type: none"> <li>• Summarizing, Paraphrasing, and Quoting</li> <li>• Attribution</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            70a, 79–82, 79–82, 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R8–R11, R8–R11</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            51, 51, 68, 68, 79–82, 79–82, 118, 118, 133–136, 133–136, 174, 174, 196, 196, 273–276, 273–276, 384, 384, 441–444, 441–444</p>
8.W.5.c	Assess the credibility and accuracy of each source.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            70a, 204, 204, R8</p>

Standards		Page References
8.W.5.d	Quote or paraphrase the information and conclusions of others.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>159, R8, R74, R75</b>
8.W.5.e	Avoid plagiarism and follow a standard format for citation.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> R9
8.W.5.f	Present information, choosing from a variety of formats.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 203–206, <b>203–206</b> , 207–210, <b>207–210</b> , 389–392, <b>389–392</b>
W.6	<b>CONVENTIONS OF STANDARD ENGLISH</b> Demonstrate command of the conventions of standard English	
8.W.6.1	Demonstrate command of English grammar and usage, focusing on:	
8.W.6.1a	Pronouns – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 81, <b>81</b> , 85, <b>85</b> , 86, <b>86</b> , 139, <b>139</b> , 140, <b>140</b> , 209, <b>209</b> , 210, <b>210</b> , 271, <b>217</b> , 275, <b>275</b> , 391, <b>391</b> , 392, <b>392</b> , 439, <b>439</b> , 443, <b>443</b> , R29, R30, R36-R38, R50-52
8.W.6.1b	Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 70, <b>70</b> , 81, <b>81</b> , 85, <b>85</b> , 86, <b>86</b> , 139, <b>139</b> , 140, <b>140</b> , 209, <b>209</b> , 210, <b>210</b> , 271, <b>217</b> , 275, <b>275</b> , 391, <b>391</b> , 392, <b>392</b> , 439, <b>439</b> , 443, <b>443</b> , R30, R31, R39, R40, R41, R49, R51
8.W.6.1c	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 81, <b>81</b> , 85, <b>85</b> , 139, <b>139</b> , 209, <b>209</b> , 271, <b>271</b> , 275, <b>275</b> , 391, <b>391</b> , 439, <b>439</b> , 443, <b>443</b> , R30, R41-R43

Standards		Page References
8.W.6.1d	Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 81, <b>81</b> , 85, <b>85</b> , 86, <b>86</b> , 139, <b>139</b> , 140, <b>140</b> , 209, <b>209</b> , 210, <b>210</b> , 271, <b>217</b> , 275, <b>275</b> , 391, <b>391</b> , 392, <b>392</b> , 439, <b>439</b> , 443, <b>443</b>
8.W.6.1e	Usage – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 81, <b>81</b> , 85, <b>85</b> , 86, <b>86</b> , 139, <b>139</b> , 140, <b>140</b> , 209, <b>209</b> , 210, <b>210</b> , 271, <b>217</b> , 275, <b>275</b> , 391, <b>391</b> , 392, <b>392</b> , 439, <b>439</b> , 443, <b>443</b> , R31-R63
8.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
8.W.6.2a:	Capitalization – Students are expected to build upon and continue applying conventions learned previously	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 81, <b>81</b> , 85, <b>85</b> , 139, <b>139</b> , 209, <b>209</b> , 271, <b>271</b> , 275, <b>275</b> , 391, <b>391</b> , 439, <b>439</b> , 443, <b>443</b> , R35
8.W.6.2b	Punctuation – <ul style="list-style-type: none"> <li>• Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.</li> </ul>	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 98, <b>98</b> , 132, <b>132</b> , 378, <b>378</b> , R32–R35, <b>R32–R35</b>
8.W.6.2c:	Spelling – Students are expected to build upon and continue applying conventions learned previously.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> 234, <b>234</b> , R58–R63, <b>R58–R63</b>

Standards		Page References
<b>SPEAKING AND LISTENING</b>		
SL.1	<b>LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> Refine and apply effective communication skills through speaking and active listening	
8.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher’s Edition:</b> <b>74a, 104a, 133–136, 133–136, 273–276, 273–276, 426a, R14–R15, R14–R15</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> 96, <b>96</b> , 103, <b>103</b> , 124, <b>124</b> , 130, <b>130</b> , 133–136, <b>133–136</b> , 149, <b>149</b> , 164, <b>164</b> , 174, <b>174</b> , 244, <b>244</b> , 273–276, <b>273–276</b> , 384, <b>384</b> , 416, <b>416</b> , 425, <b>425</b>

Standards		Page References
SL.2	<p><b>DISCUSSION AND COLLABORATION</b>            Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</p>	
8.SL.2.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Preparing for Discussion</li> <li>• Establishing and Following Procedure</li> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>            26, <b>26</b>, 36, <b>36</b>, 49, <b>49</b>, 66, <b>66</b>, 72, <b>72</b>, 76, <b>76</b>, 94, <b>94</b>, 101, <b>101</b>, <b>104a</b>, 116, <b>116</b>, 122, <b>122</b>, 128, <b>128</b>, 147, <b>147</b>, <b>150a</b>, 162, <b>162</b>, 172, <b>172</b>, 194, <b>194</b>, 200, <b>200</b>, 207–210, <b>207–210</b>, 224, <b>224</b>, 231, <b>231</b>, 242, <b>242</b>, 257, <b>257</b>, 266, <b>266</b>, 352, <b>352</b>, 365, <b>365</b>, 374, <b>374</b>, 382, <b>382</b>, 386, <b>386</b>, 400, <b>400</b>, 414, <b>414</b>, 423, <b>423</b>, 433, <b>433</b>, R12–R13, <b>R12–R13</b></p> <p><b>Close Reader/Teacher's Edition:</b>  <b>404b–404k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher's Edition:</b>            38, <b>38</b>, 78, 78, 96, <b>96</b>, 103, <b>103</b>, 118, <b>118</b>, 130, <b>130</b>, 149, <b>149</b>, 164, <b>164</b>, 174, <b>174</b>, 202, <b>202</b>, 207–210, <b>207–210</b>, 233, <b>233</b>, 354, <b>354</b>, 367, <b>367</b>, 376, <b>376</b>, 384, <b>384</b>, 416, <b>416</b></p>

Standards		Page References
8.SL.2.2	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>  <b>Digital Collections/Lessons:</b>            Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Preparing for Discussion</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            36, 36, 66, 66, 76, 76, 94, 94, 101, 101, 103, 103, 116, 116, 122, 122, 147, 147, 150a, 162, 162, 172, 172, 194, 194, 200, 200, 207–210, 207–210, 231, 231, 242, 242, 257, 257, 352, 352, 365, 365, 374, 374, 382, 382, 386, 386, 400, 400, 414, 414, 423, 423, 433, 433, R12–R13, R12–R13</p> <p><b>Close Reader/Teacher’s Edition:</b>            404b–404k</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            38, 38, 78, 78, 96, 96, 103, 103, 130, 130, 149, 149, 164, 164, 233, 233, 244, 244, 354, 354, 367, 367, 376, 376, 384, 384, 416, 416</p>
8.SL.2.3	Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>Establishing and Following Procedure</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            150a, R12–R13, R12–R13</p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            367, 367, 376, 376, 384, 384, 416, 416</p>

Standards		Page References
8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Speaking Constructively</li> <li>• Listening and Responding</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>  <b>150a, R12–R13, R12–R13</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher's Edition:</b>            74, <b>74</b>, 78, <b>78</b>, 103, <b>103</b>, 149, <b>149</b></p>
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> <li>• Wrapping Up Your Discussion</li> </ul> <p><b>Student Edition/Teacher's Edition:</b>  <b>150a, R12–R13, R12–R13</b></p> <p><b>Close Reader/Teacher's Edition:</b>  <b>404b–404k</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher's Edition:</b>            78, <b>78</b>, <b>103</b>, <b>103</b></p>

Standards		Page References
SL.3	<b>COMPREHENSION</b> Refine and apply active listening and interpretation skills using various strategies	
8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Analyzing and Evaluating Presentations <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Analyzing a Presentation</li> </ul> <b>Student Edition/Teacher’s Edition:</b> <b>72, 73, 73, 74a, 122, 123, 123, 124a, 264, 268a, 268b</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> <b>74, 74, 124, 124, 174, 174, 265, 265, 267, 267, 268, 268</b>
8.SL.3.2	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>INSTRUCTION/APPLICATION</b> <b>Digital Collections/Lessons:</b> Analyzing and Evaluating Presentations <ul style="list-style-type: none"> <li>• Identifying a Speaker’s Claim</li> <li>• Tracing a Speaker’s Argument</li> </ul> <b>Student Edition/Teacher’s Edition:</b> <b>104a, 354, R14–R15, R14–R15</b>  <b>ASSESSMENT</b> <b>Student Edition/Teacher’s Edition:</b> <b>103, 103, 244, 244</b>

Standards		Page References
SL.4	<p><b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>            Refine and apply speaking skills to communicate ideas effectively in a variety of situations</p>	
8.SL.4.1	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Giving a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Content of Your Presentation</li> <li>• Style in Presentation</li> <li>• Delivering Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>  <b>74a, 104a, 133–136, 133–136, 273–276, 273–276, 426a, R14–R15, R14–R15</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>  <b>96, 96, 103, 103, 124, 124, 130, 130, 133–136, 133–136, 149, 149, 164, 164, 174, 174, 244, 244, 273–276, 273–276, 384, 384, 416, 416, 425, 425</b></p>

Standards		Page References
8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	<p><b>INSTRUCTION/APPLICATION</b>  <b>Digital Collections/Lessons:</b>            Using Media in a Presentation</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Media: Audio, Video, and Images</li> <li>• Using Presentation Software</li> <li>• Building and Practicing Your Presentation</li> </ul> <p><b>Student Edition/Teacher’s Edition:</b>            73, <b>73</b>, <b>74a</b>, <b>75</b>, 124, <b>124</b>, 133–136, <b>133–136</b>, 203–206, <b>203–206</b>, <b>268b</b>, 273–276, <b>273–276</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            74, <b>74</b>, 124, <b>124</b>, 133–136, <b>133–136</b>, 174, <b>174</b>, 203–206, <b>203–206</b>, 244, <b>244</b>, 268, <b>268</b>, 273–276, <b>273–276</b>, 384, <b>384</b>, 416, <b>416</b>, 425, <b>425</b></p>
8.SL.4.3	Students are expected to build upon and continue applying concepts learned previously.	<p><b>APPLICATION</b>  <b>Student Edition/Teacher’s Edition:</b>            133–136, <b>133–136</b>, 203–206, <b>203–206</b>, <b>268a</b>, <b>268b</b>, 273–276, <b>273–276</b></p> <p><b>ASSESSMENT</b>  <b>Student Edition/Teacher’s Edition:</b>            74, <b>74</b>, 78, <b>78</b>, 96, <b>96</b>, 130, <b>130</b>, 133–136, <b>133–136</b>, 149, <b>149</b>, 164, <b>164</b>, 202, <b>202</b>, 203–206, <b>203–206</b>, 233, <b>233</b>, 244, <b>244</b>, 268, <b>268</b>, 273–276, <b>273–276</b>, 367, <b>367</b>, 354, <b>354</b>, 384, <b>384</b>, 416, <b>416</b>, 425, <b>425</b></p>

Standards		Page References
<b>MEDIA LITERACY</b>		
ML.1	<b>LEARNING OUTCOME FOR MEDIA LITERACY</b> Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes	
8.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 71, <b>71</b> , 121, <b>121</b> , 263, <b>263</b>
8.ML.2	<b>MEDIA LITERACY</b> Analyze the purposes of media and the ways in which media can have influences	
8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 71, <b>71</b> , 121, <b>121</b> , 263-265, <b>263-265</b>
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	<b>INSTRUCTION/APPLICATION</b> <b>Student Edition/Teacher's Edition:</b> 71, <b>71</b> , 121, <b>121</b> , 263, <b>263</b> , 265, <b>265</b> , 267, <b>267</b>