

**Houghton Mifflin Harcourt
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Grade 8**

correlated to the

**Oklahoma Academic Standards
English Language Arts
Grade 8**

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.		
1	Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.	SE/TE: 29, 119, 150, 175, 197, 260, 368,379, R53 TE/Close Reader: 354g, 418e
2	Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion. <i>Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as lasso, tortilla, and patio and investigate why these particular words were adopted from the Spanish</i>	SE/TE: R56
3	Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.	
3.a	Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>Rush hour traffic moves at a snail's pace</i> or as <i>plain as day</i> .	SE/TE: 31, 175, 252, 301, 305, 419, R53 TE/Close Reader: 176f, 418d
3.b	Analogies: comparisons of the similar aspects of two different things.	SE/TE: 103, 184, 323, R57 TE/Close Reader: 70d
3.c	Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.	SE/TE: 60, 67, 70a, 199-202, 202a, 202b, 214, 219, 221, 234a, 334, 408, 434 TE/Close Reader: 70b-70g, 234b-234e, 463d

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3.d	Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.	SE/TE: 7, 16, 55, 63, 67, 68, 100, 221, 231, 233, 234a, 334, 360, 367, 409, 413, 430, 434, 436
Standard 2: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.		
1	Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.	SE/TE: 3-28, 31-38, 53-68, 89-97, 99-103, 105-118, 125-130, 143-148, 151-165, 167-174, 177-195, 247-255, 355-367, 395-402 TE/Close Reader: 30b-30g, 70b-70g, 176b-176k, 228b-228g, 246b-246g, 404b-404k
2	Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).	SE/TE: 41-51, 213-226, 235-244, 247-260, 369-376, 405-416, 419-425 TE/Close Reader: 52b-52e, 98b-98i, 132b-132g, 150b-150g, 198b-198g, 418b-418g
3	Increase reading speed and comprehension through daily, independent reading.	SE/TE: 3-28, 31-38, 41-51, 53-68, 89-97, 99-103, 105-118, 125-130, 143-148, 151-165, 167-174, 177-195, 213-226, 235-244, 247-255, 355-367, 369-376, 395-402, 405-416, 419-425 TE/Close Reader: 30b-30g, 52b-52e, 70b-70g, 98b-98i, 132b-132g, 150b-150g, 176b-176k, 198b-198g, 228b-228g, 246b-246g, 404b-404k, 418b-418g
4	Read silently for increased periods of time.	SE/TE: 3-28, 31-38, 41-51, 53-68, 89-97, 99-103, 105-118, 125-130, 143-148, 151-165, 167-174, 177-195, 213-226, 235-244, 247-255, 355-367, 369-376, 395-402, 405-416, 419-425 TE/Close Reader: 30b-30g, 52b-52e, 70b-70g, 98b-98i, 132b-132g, 150b-150g, 176b-176k, 198b-198g, 228b-228g, 246b-246g, 404b-404k, 418b-418g
5	Use punctuation as a cue for pausing and characterization while reading.	SE/TE: 98, 132, 156, 247, 282, 385, 398
Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.		
1	Literal Understanding	
1.a	Apply pre-reading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. · Determine the purpose for reading such as to be informed,	SE/TE: 3, 31, 41, 53, 71, 75, 89, 99, 105, 121, 125, 143, 151, 167, 177, 199, 213, 229, 235, 247, 263, 279, 355, 369, 379, 385, 405, 419, 427

Standard	Descriptor	Citations
	entertained, persuaded, or to understand. . Preview the text and use prior knowledge and experience to make connections to text.	TE/Close Reader: 30b, 52b, 70b, 98b, 132b, 150b, 176b, 198bg, 228b, 246b, 404b, 418b
1.b	Show understanding by asking questions and supporting answers with literal information from text	SE/TE: 26, 36, 66, 72, 76, 101 116, 122, 128, 147, 172, 194, 200, 224, 231, 242, , 266, 352, 365, 374, 382, 386, 400, 414, 423, 433
2	Inferences and Interpretation	
2.a	Make inferences and draw conclusions supported by text evidence and student experiences	SE/TE: 28, 38, 45, 48, 51, 68, 75-78, 96, 107, 114, 164, 168, 170, 176a, 193, 216, 220, 224, 225, 226, 228a, 229-233, 249, 290, 295, 320, 323, 344, 355-367, 388, 405-416, 418a, 430, 434 TE/Close Reader: 30d, 30g, 52d, 176e, 228b-228g, 234d, 234e, 354b-354m, 418b-418g, 436e
2.b	Make inferences supported by a character's thoughts, words, and actions or the narrator's description.	SE/TE: 28, 38, 68, 75-78, 96, 107, 114, 117, 118, 130, 164, 216, 220, 224, 225, 226, 228a, 229-233, 290, 323, 355-367 TE/Close Reader: 30b-30g, 228b-228g, 234d, 234e, 354b-354m
3	Summary and Generalization	
3.a	Determine the main (or major) idea and how those ideas are supported with specific details.	SE/TE: 32, 37, 38, 40a, 68, 74, 103, 120a, 126, 129, 130, 132a, 247-260, 270, 367, 376, 384, 416, 425, R17 TE/Close Reader: 132b-132g
3.b	Paraphrase and summarize text to recall, inform, or organize ideas.	SE/TE: 30a, 74, 100, 123, 124, 126, 129, 152, 237, 246a, 260, 262a, 388a TE/Close Reader: 132c, 132f, 150d, 150g, 198f, 228d, 246d, 246e
4	Analysis and Evaluation	
4.a	Distinguish between stated fact, reasoned judgment, and opinion in various texts.	SE/TE: 32, 37, 246a, 259, 260, 378a
4.b	Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).	SE/TE: 34, 37, 144, 146, 148, 151-164, 177-195, 198a, 326, 335, 347, 353, 368a, 406, 418a TE/Close Reader: 150b-150g, 198b-198g

Standard	Descriptor	Citations
4.c	Compare/contrast to determine similarities and differences in treatment, scope, or organization.	SE/TE: 19, 37, 78a, 120a, 124a, 198a, 247, 259, 368a, 427, 435, 436a TE/Close Reader: 120e, 198c, 404b-404k
4.d	Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.	SE/TE: 150a, 256-260, 262a
4.e	Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.	SE/TE: 9, 172, 196, 213-226, 228a, 279-354, 354a, 402, R65-R66 TE/Close Reader: 30b-30g, 228b-228g
4.f	Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.	SE/TE: 3-28, 30a, 98a, 225, 438 TE/Close Reader: 228b-228g
5	Monitoring and Correction Strategies	
5.a	Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed	SE/TE: 3-28, 31-38, 41-51, 53-68, 89-97, 99-103, 105-118, 125-130, 143-148, 151-165, 167-174, 177-195, 213-226, 235-244, 247-255, 355-367, 369-376, 395-402, 405-416, 419-425 TE/Close Reader: 30b-30g, 52b-52e, 70b-70g, 98b-98i, 132b-132g, 150b-150g, 176b-176k, 198b-198g, 228b-228g, 246b-246g, 404b-404k, 418b-418g
5.b	Make, confirm, and revise predictions when reading.	SE/TE: 91 TE/Close Reader: 98f
5.c	Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	SE/TE: 3-28, 31-38, 41-51, 53-68, 89-97, 99-103, 105-118, 125-130, 143-148, 151-165, 167-174, 177-195, 213-226, 235-244, 247-255, 355-367, 369-376, 395-402, 405-416, 419-425 TE/Close Reader: 30b-30g, 52b-52e, 70b-70g, 98b-98i, 132b-132g, 150b-150g, 176b-176k, 198b-198g, 228b-228g, 246b-246g, 404b-404k, 418b-418g
Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.		
1	Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	

Standard	Descriptor	Citations
1.a	Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.	<p>SE/TE: 3-28, 31-38, 41-51, 89-97, 99-103, 105-118, 125-130, 167-174, 177-195, 213-226, 235-244, 247-255, 369-376, 395-402, 419-425</p> <p>TE/Close Reader: 30b-30g, 52b-52e, 70b-70g, 98b-98i, 132b-132g, 150b-150g, 176b-176k, 198b-198g, 228b-228g, 246b-246g, 404b-404k</p>
1.b	Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.	<p>SE/TE: 53-68, 143-148, 151-165, 279-354, 355-367, 405-416,</p> <p>TE/Close Reader: 70b-70g, 354b-354m, 418b-418g</p>
2	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
2.a	Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.	<p>SE/TE: 3-28, 30a, 89-96, 98a, 105-118, 120a, 167-174, 213-226, 228a, 279-354, 388a, 395-402, 404a</p> <p>TE/Close Reader: 30b-30g, 98b-98i, 228b-228g</p>
2.b	Identify and explain various points of view and how they affect a story's interpretation.	<p>SE/TE: 89-96, 98a, 357, 395-402, 404a</p> <p>TE/Close Reader: 98b-98i</p>
3	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.	
3.a	Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile	<p>SE/TE: 7, 16, 55, 67, 68, 70a, 100, 200, 201, 202b, 214, 221, 231, 233, 234a, 334, 360, 361, 367, 388b, 408, 409, 428, 430, 434, 436</p> <p>TE/Close Reader: 70b-70g, 234b-234e</p>
3.b	Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme	<p>SE/TE: 202a, 385-388, 388a, 388b, 431-432, 436a, 436b</p> <p>TE/Close Reader: 404e, 404h</p>
3.c	Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.	<p>SE/TE: 53-68, 70a, 75-78, 78a, 105-118, 169-174, 181, 189, 223, 226, 289, 353-354, 354a, 388b, 405-416</p> <p>TE/Close Reader: 70b-70g, 120b-120e, 150e, 176h-176i, 404i-404k</p>
4	Literary Works - The student will read and respond to historically and culturally significant works of literature.	

Standard	Descriptor	Citations
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	<p>SE/TE: 41-51, 53-68, 143-148, 151-165, 167-175, 176a, 177-195, 199-211, 279-354, 355-367, 379-385</p> <p>TE/Close Reader: 52b-52e, 70b-70g, 150b-150g, 176b-176k, 198b-198g</p>
4.b	Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness	<p>SE/TE: 75-78, 78a, 99-103, 433-434</p> <p>TE/Close Reader: 70b-70g, 436b-436e</p>
4.c	Compare similar characters, settings, and themes from varied literary traditions that cross cultures.	<p>SE/TE: 78a, 427-436, 436a</p> <p>TE/Close Reader: 436b-436e</p>
Standard 5: Research and Information - The student will conduct research and organize information.		
1	Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning	
1.a	Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning	<p>SE/TE: 51, 68, 70a, 79-82, 118, 172, 174, 196, 198a, 203-206, 207-210, 244, 273-276, 389-392, 425</p> <p>TE/Close Reader: 30f, 52e, 120e, 228g, 246f, 354l, 418f</p> <p>Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Conducting Field Research • Using the Internet for Research </p>
1.b	Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.	<p>SE/TE: 41-50, 52a, 94, 280, 355, 362, 368a</p> <p>TE/Close Reader: 52c-52e</p>
1.c	Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.	<p>SE/TE: 52a, 79-80, 207-208, 274, 390</p> <p>Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Taking Notes </p>

Standard	Descriptor	Citations
1.d	Note instances of persuasion, propaganda, and faulty reasoning in text.	SE/TE: 254, 265, 268a, 379-384, 384a, R23--R27
2	Interpreting Information - The student will analyze and evaluate information from a variety of sources.	
2.a	Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).	SE/TE: 28, 51, 79-80, 122, 207-208, 274, 390
2.b	Analyze and paraphrase or summarize information from a variety of sources into a research paper.	SE/TE: 68, 79-82, 118, 389-392 Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Synthesizing Information • Writing an Outline • Summarizing, Paraphrasing, and Quoting
2.c	Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).	SE/TE: R10-R11 Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Attribution
2.d	Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.	SE/TE: 28, 37, 38, 51, 68, 78, 96, 103, 118, 130, 149, 164, 174, 196, 202, 226, 233, 244, 255, 258, 260, 324, 354, 367, 376, 384, 388, 402, 416, 425, 430, 434, 436
q	Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	SE/TE: 51, 70a, 118, 204 TE/Close Reader: 30f, 246f
Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.		
Standard 1: Writing Process. The student will use the writing process to write coherently.		
1	Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.	SE/TE: 79–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Introduction

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Planning and Drafting
2	Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic	<p>SE/TE: 79–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444</p> <p>Digital Collections/Lessons:</p> <p>Writing Arguments</p> <ul style="list-style-type: none"> • Introduction • Building Effective Support • Creating a Coherent Argument <p>Writing Informative Texts</p> <ul style="list-style-type: none"> • Introduction • Developing a Topic • Introductions and Conclusions • Elaboration <p>Writing as a Process</p> <ul style="list-style-type: none"> • Task, Purpose and Audience • Planning and Drafting
3	Blend paragraphs, with effective transitions, into larger text	<p>SE/TE: 79–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444</p> <p>Digital Collections/Lessons:</p> <p>Writing as a Process</p> <ul style="list-style-type: none"> • Introduction • Planning and Drafting • Revising and Editing • Trying a New Approach
4	Use precise word choices, including figurative language, that convey specific meaning and tone.	<p>SE/TE: 79–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444</p> <p>Digital Collections/Lessons:</p> <p>Writing Arguments</p> <ul style="list-style-type: none"> • Formal Style <p>Writing Informative Texts</p> <ul style="list-style-type: none"> • Elaboration

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Precise Language and Vocabulary Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest	SE/TE: 79–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
6	Revise multiple drafts individually and with peers.	SE/TE: 9–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
7	Edit for errors in Standard English usage, sentence structure, word choice, mechanics, and spelling	SE/TE: 9–82, 83–86, 133–136, 137–140, 207–210, 269–272, 273–276, 389–392, 437–440, 441–444 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes.		
1	Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that:	
1.a	create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Narrative Structure • Narrative Techniques

Standard	Descriptor	Citations
1.b	create and develop a character (s), including comparisons, that show the character's (s') beliefs and qualities.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Point of View and Characters
1.c	create and develop an appropriate point of view (e.g., third person limited or first person point of view)	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Point of View and Characters
1.d	create and maintain a setting that enhances the narration.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Narrative Structure
1.e	adjust tone and style to make writing more interesting and engaging to the audience.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
1.f	use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques • The Language of Narrative
1.g	reveal the writer's attitude about the subject.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques • The Language of Narrative

Standard	Descriptor	Citations
1.h	use sensory details and precise word choice.	SE/TE: 83-86, 437-440, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
2	Compose expository texts including research reports, technical documents, and other informational texts that:	
2.a	define a research thesis (a statement of position on the topic).	SE/TE: 51, 68, 79-82, 137-140, 149, 207-120, 226, 233, 269-272, 376, 388, 389-392, 436, R4-R5 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Introduction • Developing a Topic
2.b	integrate important ideas, concepts, or direct quotations from significant information sources	TE/Close Reader: 51, 68, 79-82, 137-140, 149, 207-120, 226, 233, 269-272, 376, 388, 389-392, 436, R4-R5 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Elaboration • Using Graphics and Multimedia Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
2.c	identifies a variety of primary and secondary sources and distinguish the nature and value of each.	SE/TE: 51, 68, 79-82, 137-140, 149, 207-120, 226, 233, 269-272, 376, 388, 389-392, 436, R4-R5 Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Conducting Field Research • Using the Internet for Research
2.d	organizes and displays information on charts, tables, maps, and graphs.	SE/TE: 51, 68, 79-82, 137-140, 149, 207-120, 226, 233, 269-272, 376, 388, 389-392, 436, R4-R5

Standard	Descriptor	Citations
		Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Using Graphics and Multimedia
2.e	document sources as appropriate to style.	SE/TE: 51, 68, 79-82, 137-140, 149, 207-120, 226, 233, 269-272, 376, 388, 389-392, 436, R4-R5 Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Attribution
2.f	create technical documents using appropriate style and format that identify the necessary sequence or process. Example: using research compiled on public transportation in Oklahoma, compose a documented paper with illustrations and bibliography (works cited).	SE/TE: 51, 68, 436, R4-R5 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Formal Style
3	Compose persuasive/argumentative compositions that:	
3.a	include a well-defined thesis that makes a clear and knowledgeable appeal.	SE/TE: 260, 273-276, 441-444, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Introduction • What Is a Claim?
3.b	present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	SE/TE: 260, 273-276, 441-444, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques
3.c	provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments. Example: Using the research completed on public	SE/TE: 260, 273-276, 441-444, R2-R3 Digital Collections/Lessons:

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	transportation, compose a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation	Writing Arguments • Building Effective Support
4	Compose reflective papers to:	
4.a	express the individual's insight into conditions or situations.	SE/TE: 273-276, 441-444
4.b	compare a scene from a work of fiction with a lesson learned from experience.	SE/TE: 83-86
4.c	complete a self-evaluation on a class performance. Example: Write a reflective paper that analyzes reasons for selections used in a portfolio of works that demonstrate skills in different subjects.	N/A
5	Write responses to literature, including poetry, that:	
5.a	demonstrate careful reading and insight into interpretations.	SE/TE: 137-140, 149, 207-210, 269-272, 376, 388
5.b	connect responses to the writer's techniques and to specific textual references	SE/TE: 137-140, 149, 207-210, 269-272, 376, 388
5.c	make supported inferences about the effects of a literary work on its audience	SE/TE: 137-140, 149, 207-210, 269-272, 376, 388
5.d	support judgments with references to the text, other works, other authors, or to personal knowledge. Example: After reading a novel, compose an essay describing the different ways the characters speak (slang words or regional dialect) and analyze how this enhances or detracts from the narrative	SE/TE: 137-140, 149, 207-210, 269-272, 376, 388
6	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, poetry, and reports, showing a variety of word choices, or review a favorite book or film.	SE/TE: 28, 51, 68, 79–82, 83–86, 96, 118, 133–136, 137–140, 149, 196, 207–210, 226, 233, 260, 269–272, 273–276, 354, 376, 388, 389–392, 402, 436, 437–440, 441–444
7	Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.	N/A
8	Use appropriate essay test-taking and time-writing strategies that:	
8.a	budget time for prewriting, drafting, revising, and editing	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-272, 273-276, 389-392, 437-440, 441-444
8.b	prioritize the question/prompt.	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-

Standard	Descriptor	Citations
		272, 273-276, 389-392, 437-440, 441-444
8.c	identify the common directives from the prompt (Identify command verbs: explain, compare, evaluate, define, and develop, etc.).	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-272, 273-276, 389-392, 437-440, 441-444
8.d	analyze the question or prompt and determine the appropriate mode of writing.	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-272, 273-276, 389-392, 437-440, 441-444
8.e	apply appropriate organizational methods to thoroughly address the prompt.	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-272, 273-276, 389-392, 437-440, 441-444
8.f	utilize an editing checklist or assessment rubric, if provided.	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-272, 273-276, 389-392, 437-440, 441-444
9	Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	SE/TE: 79-82, 83-86, 133-136, 137-140, 203-206, 207-210, 269-272, 273-276, 389-392, 437-440, 441-444
Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.		
1	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade.	
1.a	Use the principal parts of verbs and progressive verb forms.	SE/TE: R39-R40
1.b	Identify and correctly use transitive and intransitive verbs.	SE/TE: R30
1.c	Identify and correctly use linking verbs	SE/TE: R30, R39
1.d	Make subject and verbs agree.	SE/TE: 104, R49-R51
1.e	Identify personal, reflexive, and intensive pronouns.	SE/TE: 127, R29, R36-R38, R50
1.f	Use nominative, objective, and possessive nouns and pronouns correctly.	SE/TE: R29, R36-R37, R61
1.g	Use correct pronoun reference and make pronouns agree with their antecedents.	SE/TE: R36-R37, R39
1.h	Identify and use abstract, concrete, and collective nouns.	SE/TE: R29, R51
1.i	Correctly form and use the positive, comparative, and superlative forms of adjectives	SE/TE: R42-R43
1.j	Identify and use appositives and appositive phrases	SE/TE: R45
1.k	Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing.	SE/TE: 40, 198, 228, R45

Standard	Descriptor	Citations
1.l	Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases	SE/TE: 418, R44, R46-R47
1.m	Correctly use all conjunctions.	SE/TE: R30
1.n	Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect)	SE/TE: R62-R63
2	Sentence Structure - Demonstrate appropriate sentence structure in writing.	
2.a	Apply the capitalization rules appropriately in writing.	SE/TE: R35
2.b	Punctuate correctly in writing, including:	
2.b.i	Commas	SE/TE: 132, R32
2.b.ii	Quotation marks	SE/TE: R34
2.b.iii	Apostrophes	SE/TE: R34
2.b.iv	Colons and semicolons	SE/TE: 418, R33
2.b.v	Conventions of letter writing	SE/TE: 368a
2.b.vi	Hyphens, dashes, parentheses	SE/TE: 98, R33
2.c	Distinguish correct spelling of commonly misspelled words and homonyms.	SE/TE: R57-R58, R61
3	Sentence structure - Demonstrate appropriate sentence structure in writing.	
3.a	Correct sentence run-ons and fragments.	SE/TE: 418, R48-R49
3.b	Correct dangling and misplaced modifiers.	SE/TE: R45
3.c	Differentiate between dependent, independent restrictive (essential) and nonrestrictive (nonessential) clauses.	SE/TE: 418, R44, R46-R47
3.d	Simple, compound, complex, and compound-complex sentences.	SE/TE: 418, R44, R47 -R49
3.e	Compose sentences with simple, complete, and compound predicates	SE/TE: R31, R44
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.		
Standard 1: Listening - The student will listen for information and for pleasure.		
1	Identify the major ideas and supporting evidence in informative and	SE/TE: 71-74, 103, 104a, 135, 244, 264-268, 275, R14–R15

Standard	Descriptor	Citations
	persuasive messages.	Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s Claim • Tracing a Speaker’s Argument
2	Listen in order to identify and discuss topic, purpose, and perspective.	SE/TE: 71-74, 103, 104a, 135, 244, 264-268, 275, R14–R15 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s Claim • Tracing a Speaker’s Argument
3	Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	N/A
4	Evaluate the spoken message in terms of content, credibility, and delivery.	SE/TE: 71-74, 103, 104a, 135, 244, 264-268, 275, R14–R15 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation • Identifying a Speaker’s Claim • Tracing a Speaker’s Argument
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		
1	Analyze purpose, audience, and occasion and consider this information in	SE/TE: 96, 133-136, 164, 174, 233, 354, 367, 416, 425, 426a

Standard	Descriptor	Citations
	planning an effective presentation or response.	Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Knowing Your Audience
2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SE/TE: 133-136, 164, 416, 425, 426a Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Knowing Your Audience • The Content of Your Presentation • Style in Presentation
3	Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	SE/TE: 133-136, 164, 174, 233, 354, 367, 416, 425, 426a Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Style in Presentation • Delivering Your Presentation
4	Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	SE/TE: 133-136, 164, 416, 425, 426a Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • The Content of Your Presentation • Style in Presentation
5	Adjust message wording and delivery according to particular audience and purpose.	SE/TE: 96, 133-136, 164, 174, 233, 354, 367, 416, 425, 426a Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Knowing Your Audience • Style in Presentation • Delivering Your Presentation
Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.		

Standard	Descriptor	Citations
1	.Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).	SE/TE: 71-73, 74a, 122-123, 124a, 263-268, 268a, 268b
2	Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).	N/A
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.		
1	Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments)	SE/TE: 73, 74, 122-124, 268, 268a, 268b
2	Establish criteria for selecting or avoiding specific programs.	N/A
3	Assess how language medium and presentation contribute to the message.	SE/TE: 73, 74, 122-124, 268, 268a, 268b
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.		
1	Produce visual images, messages, and meanings that communicate with others.	SE/TE: 196, 203-206, 273-276
2	Use media forms to create a visual message that will compare and contrast ideas and points of view	SE/TE: 196