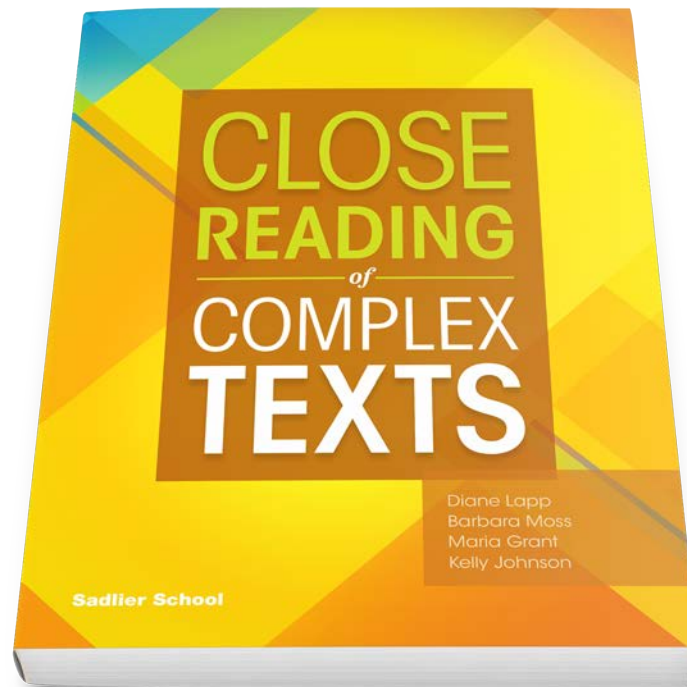


Close Reading of Complex Texts

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

Grade 8



5110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

(1) Developing and sustaining foundational language skills—oral language. . . .	2
(2) Developing and sustaining foundational language skills—vocabulary.	4
(3) Developing and sustaining foundational language skills—fluency.	5
(4) Developing and sustaining foundational language skills—self-sustained reading.	6
(5) Comprehension skills.	6
(6) Response skills.	12
(7) Multiple genres—literary elements.	18
(8) Multiple genres—genres.	20
(9) Author’s purpose and craft.	23
(10) Composition—writing process.	27
(11) Composition—genres.	29
(12) Inquiry and research.	30

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret a message by summarizing, asking questions, and making comments;</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Think-Aloud Modeling: Purposeful Partner Talk (develop listening and speaking skills), TE pp. 16–17 • Productive Conversation: Providing Appropriate Wait Time, TE pp. 34–35 • Collaboration: Whole Class, TE pp. 36–37 • Productive Conversation: Clear Up Confusions (build listening and speaking skills), TE pp. 52–53 • Classroom Management: Small-Group and Partner Work, TE pp. 58–59 • Annotations: Important or Surprising Information (practice listening and speaking skills), TE pp. 60–61 • Productive Conversation: Adding On, TE pp. 72–73 • Productive Conversation: Providing Appropriate Wait Time, TE pp. 80–81 • Collaboration: Small Group, TE pp. 86–87 • Productive Conversation: Clear Up Confusions, TE pp. 92–93 • Productive Conversation: Revoicing and Restating, TE pp. 96–97 • Productive Conversation: Revoicing Students' Responses, TE pp. 122–123 • Collaboration: Partner Talk, TE pp. 126–127 • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 140–141 • Collaboration: Small Groups, TE pp. 144–145 • Classroom Management: Discussions, TE pp. 150–151 • Collaboration: Whole-Class Collaboration, TE pp. 154–155 • Classroom Management: Peer Leadership in Small Group Activities, TE pp. 158–159 • Productive Conversation: Examples, TE pp. 166–167 • Productive Conversation: Reasoning, TE pp. 168–169 • Productive Conversation: Extending, TE pp. 178–179 • Think Aloud Modeling: Conversation, TE pp. 180–181 • Productive Conversation: Clear Up Confusions, TE pp. 184–185
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p>	<p>Students follow oral instructions for each lesson and activity.</p> <p>Related content</p> <p>STUDENT EDITION Reading Selection</p> <ul style="list-style-type: none"> • Procedural Text: Cassell's Book of In-door Amusements, Card <p style="text-align: right;"><i>continued</i></p>

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> Games, and Fireside Fun (instructions for playing several games), pp. 87–92 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Incorporating Information from a Visual Text (students follow a process), TE pp. 50–51
<p>(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p>Related content</p> <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Debate an Issue, TE pp. 65, 101, 173 Research (oral presentations), TE p. 119 Make a Plan (develop a presentation), TE p. 119 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Collaboration: Whole-Class Collaboration (assembly presentation), TE pp. 154–155
<p>(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>TEACHER'S EDITION Partner Talk</p> <ul style="list-style-type: none"> TE pp. 15, 16, 17, 21, 22, 23, 25, 26, 33, 34, 35, 39, 40, 41, 43, 44, 44, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188 <p>Text 1: Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Text (small group discussion), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Think-Aloud Modeling: Purposeful Partner Talk, TE pp. 16–17 Productive Conversation: Providing Appropriate Wait Time, TE pp. 34–35 Collaboration: Whole Class, TE pp. 36–37 Productive Conversation: Clear Up Confusions, TE pp. 52–53 Classroom Management: Small-Group and Partner Work, TE pp. 58–59 Productive Conversation: Adding On, TE pp. 72–73 Productive Conversation: Providing Appropriate Wait Time, TE pp. 80–81 Collaboration: Small Group, TE pp. 86–87 Productive Conversation: Clear Up Confusions, TE pp. 92–93 Productive Conversation: Revoicing and Restating, TE pp. 96–97 Productive Conversation: Revoicing Students' Responses, TE pp. 122–123 Collaboration: Partner Talk, TE pp. 126–127 <p style="text-align: right;"><i>continued</i></p>

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§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 140-141 • Collaboration: Small Groups, TE pp. 144-145 • Classroom Management: Discussions, TE pp. 150-151 • Collaboration: Whole-Class Collaboration, TE pp. 154-155 • Classroom Management: Peer Leadership in Small Group Activities, TE pp. 158-159 • Productive Conversation: Examples, TE pp. 166-167 • Productive Conversation: Reasoning, TE pp. 168-169 • Productive Conversation: Extending, TE pp. 178-179 • Think Aloud Modeling: Conversation, TE pp. 180-181 • Productive Conversation: Clear Up Confusions, TE pp. 184-185
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>N/A</p>
<p>(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Figurative Language, TE pp. 17, 22, 52, 71, 76, 80, 93, 106, 129, 147, 151, 166 • Homophones, TE p. 23 • Multiple-Meaning Words, TE pp. 15, 33, 41, 61, 70, 111, 124, 130, 148, 178, 188 • Domain-Specific Words, TE pp. 39, 165 • Definition from Context, TE p. 57 • Denotation and Connotation, TE p. 69 • Words in Context, TE p. 87 • Idioms, TE pp. 88, 94, 105 • Synonyms, TE pp. 89, 168 • Context Clues, TE pp. 113, 115 • Words in Context, TE pp. 141, 184 • Word Parts, TE p. 160
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> • Word Parts (roots, prefixes, and suffixes), TE p. 160 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Academic Language: ELL (Latin-based roots and word parts), TE pp. 20-21

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Close Reading of Complex Texts, Grade 8

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

STUDENT EDITION

Reading Selections

- Grade-level Text: Newspaper Article: Earthquake and Fire: San Francisco in Ruins, pp. 15–20; Explanatory Text: Earthquake Science in the U S Before 1906 to Today, pp. 21–24; Web Article: You’re a what? Seismologist, pp. 25–27; Magazine Article: The Future of Physical Education, pp. 33–38; Explanatory Text: Title IX: A Sea Change in Gender Equity in Education, pp. 39–42; Resolution: Senate Resolution 462, pp. 43–45; Novel: The Call of the Wild, pp. 51–56; Blog Post: Faithful and True Even to Death, pp. 57–60; Newsletter Article: Spending on Pets: “Tails” from the Consumer Expenditure Sur, pp. 61–63; Philosophical Essay: Solitude, p. 69; Essay: The Halcyon in Canada, pp. 75–78; Poem Returning to the Fields, pp. 79–81; Procedural Text: Cassell’s Book of Indoor Amusements, Card Games, and Fireside Fun, pp. 87–92; Guidebook: Coney Island Souvenir Guide 1905, pp. 93–96; Fact Sheet: Leisure Activities in 2015, pp. 97–99; Speech: Inaugural Address, pp. 105–110; Explanatory Text: About CNCS, pp. 111–114; FAQs: AmeriCorps State and National FAQs, pp. 115–117; Magazine Article: Snow Beauties, pp. 123–128; Article: Climate at the Core, pp. 129–132; Web Article: Sizing Up the Earth’s Glaciers, pp. 133–135; Magazine Article: The Automobile and Automobiling, pp. 141–146; Magazine Article: What the Dixie Highway Is, pp. 147–150; Explanatory Text: Brief History of Route 66, pp. 151–153; Speech: Some of the Problems Awaiting Solution, pp. 159–164; Web Article: Wave of Discovery, pp. 165–168; Article: Solar Basics, pp. 169–171; Biography: Rachel Carson Biography, pp. 177–182; Web Article: The Buzz on Native Bees, pp. 183–186; Explanatory Text: Man and the Earth, pp. 187–189

TEACHER’S EDITION

Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175

Differentiate and Extend

- Read Beyond (reading grade-level text), TE pp. 65, 83, 155, 173, 191

TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6–7
- Text Complexity: High-Knowledge Demands, TE pp. 44–45
- Text Complexity: Quantitative vs. Qualitative Features, TE pp. 56–57
- Text Complexity: Reader and Task Factors, TE pp. 70–71
- Text Complexity: How to Manage Challenges, TE pp. 188–189

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§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (recommended independent reading), TE pp. 65, 83, 155, 173, 191
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>STUDENT EDITION</u> Focus Question</p> <ul style="list-style-type: none"> Establish purpose (all texts in a unit relate to the unit Focus Question), pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p><u>TEACHER'S EDITION</u></p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187 <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 135, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 17, 23, 35, 41, 53, 59, 71, 77, 89, 95, 107, 113, 125, 131, 143, 149, 161, 167, 179, 185, 189
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>STUDENT EDITION</u> Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Use a question mark to identify questions about the text, p. 8 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions (clarify understanding), p. 10 <p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (What questions did you ask yourself?), p. 73 <p style="text-align: right;"><i>continued</i></p>

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§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>TEACHER'S EDITION Think Aloud • I ask myself, TE p. 149</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Annotations (annotate with question marks), TE pp. 8–9 • Self-Monitoring Strategies (asking questions), TE pp. 10–11 • Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 90–91 • Annotations: Confusions (mark difficult text with question marks), TE pp. 182–183</p>
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>STUDENT EDITION Return to the Text • Comprehension Check (predict), p. 96</p> <p>TEACHER'S EDITION Genre Study • Format and features/characteristics of genre (literature and informational text), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175</p> <p>3rd Read • Text-Dependent Questions (make predictions), TE pp. 131, 143</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Classroom Management: Discussions (make predictions), TE pp. 150–151 • Self-Monitoring Strategies: Draw Conclusions (making predictions)/predict possible outcomes, TE pp. 162–163</p>
<p>(D) create mental images to deepen understanding;</p>	<p>STUDENT EDITION Getting Started: Self-Monitoring Strategies • Visualize, p. 10</p> <p>Text 1 Reading Selections • Self-Monitoring Strategies: Visualize, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177</p> <p>TEACHER'S EDITION Think Aloud • Visualize to clarify, TE pp. 69, 95, 106, 142</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Self-Monitoring Strategies (visualizing), TE pp. 10–11 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 14–15, 32–33, 50–51 • Self-Monitoring Strategies: Visualize, TE pp. 26–27 • Differentiation: Visual Learners, TE pp. 190–191</p>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION Getting Started: Reading Closely • 3rd Read (How can I connect any of the ideas in the text to another text I've read or something I've learned?), p. 7</p> <p style="text-align: right;"><i>continued</i></p>

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>Annotation Notes</p> <ul style="list-style-type: none"> • 3rd Read (make connections), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question/Reflect (make connections), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER’S EDITION</p> <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (making connections), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Connect Texts (make connections), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations (establish a personal connection), TE pp. 8–9 • Intertextual Analysis: Incorporating Information from a Visual Text (make connections), TE pp. 32–33 • Differentiation: Multiple Graphic Organizers (connections), TE pp. 46–47 • Annotations: Annotation Notes (make a connection), TE pp. 74–75, 160–161 • Intertextual Analysis: Comparing and Contrasting Authors’ Use of Language and Text Structure (connections), TE pp. 76–77 • Differentiation: Graphic Organizers (connections), TE pp. 82–83 • Annotations: Connections, TE pp. 116–117 • Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 130–131 • Intertextual Analysis: Making Thematic Connections, TE pp. 132–133 • Productive Conversation: Reasoning (find connections between texts), TE pp. 168–169 • Intertextual Analysis: Comparing and Contrasting Themes (make a connection), TE pp. 186–187 • Text Complexity: How to Manage Challenges (connections), TE pp. 188–189
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (What inferences can I make from the text to help me understand what the author doesn’t say explicitly?), p. 7 <p style="text-align: right;"><i>continued</i></p>

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>Annotation Notes</p> <ul style="list-style-type: none"> • 3rd Read (make inferences), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (make inferences), pp. 19, 37, 55, 73, 91, 109, 127, 145, 163, 181 • Comprehension Check (make inferences), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p>TEACHER'S EDITION</p> <p>3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (make inferences), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185 <p>Think Aloud</p> <ul style="list-style-type: none"> • Infer, TE pp. 53 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Productive Conversation: Reasoning, (make inferences), TE pp. 6–7 • Intertextual Analysis: Incorporating Information from a Visual Text (make inferences), TE pp. 14–15 • Differentiation: Multiple Graphic Organizers (inferences), TE pp. 46–47 • Teacher Observation: Scaffolding (complex inferences), TE pp. 54–55 • Academic Language: Language Frames (infer), TE pp. 64–65 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 76–77 • Self-Monitoring Strategies: Ask Yourself Questions (inferences), TE pp. 90–91 • Self-Monitoring Strategies: Draw Conclusions (make inferences), TE pp. 108–109 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (inferences), TE pp. 110–111 • Think Aloud Modeling: Using Different Strategies (make inferences), TE pp. 112–113 • Intertextual Analysis: Analyzing vs. Summarizing (make inferences), TE pp. 130–131 • Productive Conversation: Examples (make an inference), TE pp. 166–167 • Intertextual Analysis: Citing Evidence from Multiple Texts (inferences), TE pp. 172–173
(G) evaluate details read to determine key ideas;	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, pp. 8–9 <p style="text-align: right;"><i>continued</i></p>

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>Annotating the Text/Annotation Notes</p> <ul style="list-style-type: none"> 1st Read (note details that determine key ideas), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Respond to the Text</p> <ul style="list-style-type: none"> Respond to Reading, pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181 Comprehension Check, pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (record details that help answer the Focus Question), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (use details from the text), TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187
<p>(H) synthesize information to create new understanding; and</p>	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (record details that help answer the Focus Question), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect (new understanding), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: Graphic Organizers (synthesizing information), TE pp. 82–83 Self-Monitoring Strategies: Drawing Conclusions (synthesis), TE pp. 108–109 Productive Conversation: Extending (synthesis), pp. 178–179
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Use a question mark to identify questions about the text, p. 8 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions (clarify understanding), p. 10 <p style="text-align: right;"><i>continued</i></p>

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Close Reading of Complex Texts, Grade 8

Text 1 Reading Selections

- Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177

Annotating Text

- Reading selections: mark text, write notes/questions, use annotation symbols, pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188

Annotation Notes

- 1st Read/2nd Read/3rd Read (make notes based on annotations to monitor comprehension), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188

Return to the Text

- Respond to Reading: Summary Chart, pp. 36, 54, 72, 90, 108, 126, 144, 162, 180
- Comprehension Check, pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189

Analyze and Synthesize Across Texts

- Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER'S EDITION

Think Aloud

- Ask yourself questions, TE p. 149
- Reread to clarify, TE pp. 21, 40, 51, 58, 77, 79, 112, 123, 130, 133, 161, 166, 178, 184

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Annotations, TE pp. 8-9
- Annotations: Self-Monitoring Strategy, TE pp. 18-19
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 22-23
- Annotations: Key Words and Phrases, TE pp. 38-39
- Think-Aloud Modeling, TE pp. 40-41
- Annotations: Important or Surprising Information, TE pp. 60-61
- Annotations: Annotation Notes, TE pp. 74-75
- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 90-91
- Think-Aloud Modeling: Annotating, TE pp. 94-95
- Teacher Observation: Student Annotations, TE pp. 104-105
- Self-Monitoring Strategies: Draw Conclusions, TE pp. 108-109
- Think-Aloud Modeling: Using Different Strategies, TE pp. 112-113
- Annotations: Connections, TE pp. 116-117

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> • Self-Monitoring Strategies: Reread to Clarify, TE pp. 124–125 • Annotations: Avoiding Over-Annotating, TE pp. 134–135 • Annotations: Key Words and Phrases, TE pp. 146–147 • Annotations: Annotation Notes, TE pp. 160–161 • Self-Monitoring Strategies: Drawing Conclusions, TE pp. 162–163 • Annotations: Avoiding Over-Annotating, TE pp. 164–165 • Annotations: Confusions, TE pp. 182–183
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (How can I connect any of the ideas in the text to another text I've read or something I've learned?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> • 3rd Read (make connections), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question/Reflect (make connections), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION 3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (making connections), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Connect Texts (make connections), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations (establish a personal connection), TE pp. 8–9 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 50–51 • Productive Conversation: Adding On, TE pp. 72–73 • Differentiation: Graphic Organizers, TE pp. 82–83 • Collaboration: Small Group, TE pp. 86–87 • Productive Conversation: Clear Up Confusions, TE pp. 92–93 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> • Productive Conversation: Revoicing and Restating, TE pp. 96–97 • Self-Monitoring Strategies: Draw Conclusions (connections), TE pp. 108–109, 162–163 • Annotations: Connections, TE pp. 116–117 • Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 130–131 • Intertextual Analysis: Making Thematic Connections, TE pp. 132–133 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 148–149, 170–171 • Classroom Management: Discussions (connections), TE pp. 150–151 • Productive Conversation: Extending (make a connection), TE pp. 178–179
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Text, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174
<p>(C) use text evidence to support an appropriate response;</p>	<p>STUDENT EDITION Annotation Notes</p> <ul style="list-style-type: none"> • 1st Read/2nd Read/3rd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (use text evidence to complete chart/write summary/answer questions), pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181 • Comprehension Check (use text evidence to support answers), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION Summarizing</p> <ul style="list-style-type: none"> • Use text evidence to support ideas, TE p. 11 <p>1st Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions, TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188
<p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Write a Summary, p. 11 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart/Write a Summary, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts (use annotations and summaries to support answers), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Think Aloud</p> <ul style="list-style-type: none"> Summarize, TE p. <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Collaboration: Small Groups (paraphrase or explain the text), TE pp. 144-145 Think Aloud Modeling: Conversation (share/compare summaries), TE pp. 180-181 Intertextual Analysis: Comparing and Contrasting Themes (summarize), TE pp. 186-187
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: Heidi/The Principles of Scientific Management (read and annotate with purpose/mark text and questions while you read/make notes/sample annotations), pp. 8-9 <p>Annotation Notes</p> <ul style="list-style-type: none"> 1st Read (Key Ideas and Details)/2nd Read (Language and Text Structure)/3rd Read (Connections and Inference), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart/Write a Summary, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations, TE pp. 8–9 Annotations: Self-Monitoring Strategy, TE pp. 18–19 Teacher Observation: Guide to Note-taking for Teachers, TE pp. 24–25 Annotations: Key Words and Phrases, TE pp. 38–39 Differentiation: Multiple Graphic Organizers, TE pp. 46–47 Annotations: Important or Surprising Information, TE pp. 60–61 Annotations: Annotation Notes, TE pp. 74–75 Differentiation: Graphic Organizers, TE pp. 82–83 Think-Aloud Modeling: Annotating, TE pp. 94–95 Teacher Observation: Student Annotations, TE pp. 104–105 Annotations: Connections, TE pp. 116–117 Differentiation: Scaffolding with Graphic Organizers, TE pp. 118–119 Annotations: Avoiding Over-Annotating, TE pp. 134–135 Annotations: Key Words and Phrases, TE pp. 146–147 Annotations: Annotation Notes, TE pp. 160–161 Annotations: Avoiding Over-Annotating, TE pp. 164–165 Annotations: Confusions, TE pp. 182–183
<p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p>STUDENT EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> Annotating a Text (mark unfamiliar words), p. 8 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read (analyze use of language/identify and define academic terms/gather vocabulary knowledge), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (use of words or phrases), pp. 19, 37, 73, 109, 127, 145, 163, 181 <p>TEACHER’S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/gather vocabulary knowledge), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188</p> <p>Vocabulary</p> <ul style="list-style-type: none"> TE pp. 15, 17, 22, 23, 33, 39, 41, 52, 57, 61, 69, 70, 71, 76, 80, 87, 88, 89, 93, 94, 105, 106, 111, 113, 115, 124, 129, 130, 141, 147, 148, 151, 160, 165, 166, 168, 178, 184, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts: Scaffolded Support (academic language), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Think-Aloud Modeling: Purposeful Partner Talk (use academic language), TE pp. 16-17 Academic Language: ELL (general academic and domain-specific language), TE pp. 20-21 Text Complexity: High-Knowledge Demands (domain-specific language), TE pp. 44-45 Classroom Management: Small-Group and Partner Work, TE pp. 58-59 Academic Language: Language Frames, TE pp. 64-65 Text Complexity: Reader and Task Factors (domain-specific language), TE pp. 70-71 Academic Language: Conversation, TE pp. 78-79 Productive Conversation: Revoicing and Restating (using academic language), TE pp. 96-97 Academic Language: Language Frames, TE pp. 106-107 Productive Conversation: Revoicing Students' Responses (using academic language), TE pp. 122-123 Collaboration: Partner Talk, TE pp. 126-127 Academic Language: Conversation (domain-specific language), TE pp. 142-143
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 3rd Read (inferences), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-135, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (make inferences), pp. 19, 37, 55, 73, 91, 109, 127, 145, 163, 181 Comprehension Check (make inferences), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
	<p>TEACHER'S EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (Remind students that the answer won't be stated explicitly in the text), TE p. 19 <p>Vocabulary</p> <ul style="list-style-type: none"> Denotation and Connotation, TE pp. 51, 106, 159, 165 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Ask Yourself Questions (helping students make inferences about what they read), TE pp. 90–91
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p>STUDENT EDITION</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (tone), pp. 45, 91, 135, 146, 189 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (tone), TE pp. 25, 26, 52, 70, 124, 148, 160 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity: Quantitative vs. Qualitative Features (tone), TE pp. 78–79 Academic Language: Conversation (tone), TE pp. 56–57 Collaboration: Partner Talk, TE pp. 126–127 Collaboration: Small Groups, TE pp. 144–145 Classroom Management: Discussions, TE pp. 150–151 Collaboration: Whole-Class Collaboration, TE pp. 154–155 Classroom Management: Peer Leadership in Small Group Activities, TE pp. 158–159 Productive Conversation: Examples, TE pp. 166–167 Productive Conversation: Reasoning, TE pp. 168–169 Productive Conversation: Extending, TE pp. 178–179 Think Aloud Modeling: Conversation, TE pp. 180–181 Productive Conversation: Clear Up Confusions, TE pp. 184–185
<p>(I) reflect on and adjust responses as new evidence is presented; and</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Productive Conversation: Revoicing and Restating (help students analyze their classmates' thinking for strengths and/or weaknesses), TE pp. 96–97 Productive Conversation: Examples, TE pp. 166–167
<p>(J) defend or challenge the authors' claims using relevant text evidence.</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Productive Conversation: Revoicing and Restating (What do you think? Do you agree?), TE pp. 96–97 Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 140–141

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) analyze how themes are developed through the interaction of characters and events;</p>	<p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (What is the theme of the text?), p. 7 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • 3rd Read (note inferences based on annotations)—Novel Excerpt: The Call of the Wild, pp. 51–53; Philosophical Essay: Solitude, pp. 69–71; Poem: Returning to the Fields, pp. 79–80 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart (interactions of characters and events), p. 54 • Comprehension Check (make inferences/identify theme), pp. 56, 74, 81 <p>TEACHER'S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (making connections to identify the theme), p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • 3rd Read (look for meaning by making inferences), p. 9 <p>Literature Selections: 3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (understand the text's message/meaning), TE pp. 53, 71, 80 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 130–131 • Intertextual Analysis: Making Thematic Connections, TE pp. 132–133 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 148–149, 170–171 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 186–187
<p>(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 1st Read (Who are the characters?/What happens?), p. 6 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (picture characters)/Draw Conclusions (based on what characters do or say), p. 10 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: Who?/How? (the characters/plot), p. 11 <p style="text-align: right;"><i>continued</i></p>

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	<p>Annotation Notes: Literature Selection</p> <ul style="list-style-type: none"> 1st Read: Who are the characters?—Novel Excerpt: The Call of the Wild, pp. 51–53 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Summary Chart (characters), p. 54 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose (identify characters), p. 51 <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (character's feelings), pp. 52 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (make inferences about the characters), p. 53 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (characters/actions), TE pp. 10–11 Annotations: Annotation Notes (character/events/theme), TE pp. 74–75
<p>(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and</p>	<p>Related content</p> <p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> Plot points, p. 6 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart: What? (conflict)/How? (plot/major events), p. 11 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Comprehension Check, p. 56 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategy: Visualize (complex action sequences), TE pp. 26–27 Productive Conversation: Clear Up Confusions (sequence events), TE pp. 52–53
<p>(D) explain how the setting influences the values and beliefs of characters.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Visualize (places), p. 10 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart: Where? (setting), p. 11 <p>Annotation Notes: Literature Selection</p> <ul style="list-style-type: none"> 1st Read: Who are the characters?—Novel Excerpt: The Call of the Wild, pp. 51–53 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose (identify setting), p. 51 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize places/settings), TE pp. 10–11

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;</p>	<p><u>STUDENT EDITION</u> Literature Selections</p> <ul style="list-style-type: none"> • Novel: The Call of the Wild, pp. 51–56 • Philosophical Essay: Solitude, p. 69 • Poem: Returning to the Fields, pp. 79–81 <p><u>TEACHER'S EDITION</u> Genre Study</p> <ul style="list-style-type: none"> • Format and features/characteristics of genre (literature and informational text), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175
<p>(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;</p>	<p>Related content</p> <p><u>STUDENT EDITION</u> Literature Selection</p> <ul style="list-style-type: none"> • Poem Returning to the Fields, pp. 79–81
<p>(C) analyze how playwrights develop dramatic action through the use of acts and scenes;</p>	<p>N/A</p>
<p>(D) analyze characteristics and structural elements of informational text, including:</p>	
<p>(i) the controlling idea or thesis with supporting evidence;</p>	<p><u>STUDENT EDITION</u> Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 1st Read (key ideas and details), p. 6 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, p. 8 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • 1st Read (use annotations to make notes about central ideas and supporting details)—Newspaper Article: Earthquake and Fire: San Francisco in Ruins, pp. 15–17; Explanatory Text: Earthquake Science in the U S Before 1906 to Today, pp. 21–23; Web Article: You're a what? Seismologist, pp. 25–26; Magazine Article: The Future of Physical Education, pp. 33–35; Explanatory Text: Title IX: A Sea Change in Gender Equity in Education, pp. 39–41; Resolution: Senate Resolution 462, pp. 43–44; Blog Post: Faithful and True Even to Death, <p style="text-align: right;"><i>continued</i></p>

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	<p>pp. 57–59; Newsletter Article: Spending on Pets: “Tails” from, pp. 61–62; Essay: The Halcyon in Canada, pp. 75–77; Procedural Text: Cassell’s Book of In-door Amusements, Card Games, and Fireside Fun, pp. 87–89; Guidebook: Coney Island Souvenir Guide 1905, pp. 93–95; Fact Sheet: Leisure Activities in 2015, pp. 97–98; Speech: Inaugural Address, pp. 105–107; Explanatory Text: About CNCS, pp. 111–113; FAQs: AmeriCorps State and National FAQs, pp. 115–116; Magazine Article: Snow Beauties, pp. 123–125; Article: Climate at the Core, pp. 129–131; Web Article: Sizing Up the Earth’s Glaciers, pp. 133–134; Magazine Article: The Automobile and Automobiling, pp. 141–143; Magazine Article: What the Dixie Highway Is, pp. 147–149; Explanatory Text: Brief History of Route 66, pp. 151–152; Speech: Some of the Problems Awaiting Solution, pp. 159–161; Web Article: Wave of Discovery, pp. 165–167; Article: Solar Basics, pp. 169–170; Biography: Rachel Carson Biography, pp. 177–179; Web Article: The Buzz on Native Bees, pp. 183–185; Explanatory Text: Man and the Earth, pp. 187–188</p> <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> Comprehension Check (identify central/key idea and supporting details), pp. 20, 24, 27, 38, 42, 45, 60, 63, 78, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>TEACHER’S EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> 1st Read (what is text about/note key ideas and details), TE p. 9 <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (What is this text about?), TE pp. 15, 21, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183
(ii) features such as footnotes, endnotes, and citations; and	<p>TEACHER’S EDITION</p> <p>Genre Study</p> <ul style="list-style-type: none"> Features of informational text, TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Evidence from Multiple Texts (citations), TE pp. 98–99
(iii) multiple organizational patterns within a text to develop the thesis;	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (How is the text organized?), p. 7 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read (how is the text organized)—pp. 21–23, 25–26, 33–35, 39–41, 43–44, 57–59, 61–62, 75–77, 87–89, 93–95, 97–98, 105–107, 111–113, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p style="text-align: right;"><i>continued</i></p>

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	<p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (How is the text organized and why?), p. 181 <p>TEACHER'S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions (text organization), TE pp. 22, 26, 34, 40, 44, 58, 62, 76, 88, 94, 98, 106, 112, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity: Quantitative vs. Qualitative Features (text organization), TE pp. 56–57 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, TE pp. 148–149, 184–185
(E) analyze characteristics and structures of argumentative text by:	
(i) identifying the claim and analyzing the argument;	<p>STUDENT EDITION</p> <p>Informational Text Selection</p> <ul style="list-style-type: none"> Magazine Article: The Future of Physical Education, pp. 33–38 Speech: Inaugural Address, pp. 105–108 Speech: Some of the Problems Awaiting Solution, pp. 159–162
(ii) identifying and explaining the counter argument; and	<p>Related content</p> <p>STUDENT EDITION</p> <p>Informational Text Selection</p> <ul style="list-style-type: none"> Magazine Article: The Future of Physical Education, pp. 33–38 Speech: Inaugural Address, pp. 105–108 Speech: Some of the Problems Awaiting Solution, pp. 159–162
(iii) identifying the intended audience or reader; and	<p>STUDENT EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (Who is the audience?), p. 114 <p>TEACHER'S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions (audience), TE pp. 98 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (intended audience), TE pp. 110–111 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (audience), TE pp. 114–115
(F) analyze characteristics of multimodal and digital texts.	<p><i>Close Reading of Complex Texts</i> available as a Student Edition Worktext or digital Student Edition eBook. Go to www.SadlierSchool.com.</p>

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<p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (What is the author’s purpose?/What message is the author communicating?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (author’s purpose and message), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>TEACHER’S EDITION 2nd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (central message), TE p. 71
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (How is the text organized? Chronologically? In a problem-and-solution structure? As cause and effect?/What is the author’s purpose?/What message is the writer communicating through his or her choice of language or structure?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (How does the text structure supports the author’s purpose?), pp. 60, 78, 114 <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (text structure), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>Think Aloud</p> <ul style="list-style-type: none"> Text structure, TE p. 112 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Reread to Clarify (overall text structure), TE pp. 22–23 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 76–77, 110–111
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading a Visual Text</p> <ul style="list-style-type: none"> Science, Technology, Engineering, and Math (STEM) Event, Denver, Colorado, p. 12 <p>Visual Texts</p> <ul style="list-style-type: none"> Photograph: Disaster Emergency Supplies, p. 14; Photograph: High School Students Playing Dodge Ball in Gym, p. 32; Photograph: Farmer working and tending to one of his animals, p. 50; Photograph: Woman Kayaker in Moose Lake, near Mendenhall Glacier, Southeast AK, p. 68; Illustration: Fun Park, p. 86; Photograph: Ripples, p. 104; Photograph: Summer in Antarctica, p. 122; Photograph: Travel Concept, p. 140; Photograph: The San Geronio Wind Farm, Palm Springs, California, 2015, p. 158; Photograph: A giant trash pile floats in a small creek surrounded by thick forest, p. 176 <p>Informational Text Selections</p> <ul style="list-style-type: none"> Newspaper Article: Earthquake and Fire: San Francisco in Ruins (photos), pp. 15–17; Explanatory Text: Earthquake Science in the U S Before 1906 to Today (photos/subheadings), pp. 21–23; Web Article: You're a what? Seismologist (photo/subheadings), pp. 25–26; Magazine Article: The Future of Physical Education (illustration), pp. 33–35; Explanatory Text: Title IX: A Sea Change in Gender Equity in Education (photos/subheadings), pp. 39–41; Resolution: Senate Resolution 462 (photo), pp. 43–44; Blog Post: Faithful and True Even to Death (photos), pp. 57–59; Newsletter Article: Spending on Pets: "Tails" from the the Consumer Expenditure Survey (photo), pp. 61–62; Essay: The Halcyon in Canada (photos), pp. 75–77; Procedural Text: Cassell's Book of In-door Amusements, Card Games, and Fireside Fun (illustration/subheadings), pp. 87–89; Guidebook: Coney Island Souvenir Guide 1905 (photos/subheadings), pp. 93–95; Fact Sheet: Leisure Activities in 2015 (photo), pp. 97–98; Explanatory Text: About CNCS (photos/subheadings/bullets), pp. 111–113; FAQs: AmeriCorps State and National FAQs (photos/subheadings), pp. 115–116; <p style="text-align: right;"><i>continued</i></p>

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	<p>Magazine Article: Snow Beauties (photo), pp. 123-125; Article: Climate at the Core (photos/diagram), pp. 129-131; Web Article: Sizing Up the Earth's Glaciers (photos), pp. 133-134; Magazine Article: The Automobile and Automobiling (photo/subheadings), pp. 141-143; Magazine Article: What the Dixie Highway Is (map), pp. 147-149; Explanatory Text: Brief History of Route 66 (photo), pp. 151-152; Speech: Some of the Problems Awaiting Solution (photo/subheadings), pp. 159-161; Web Article: Wave of Discovery (photo/diagram/subheadings), pp. 165-167; Article: Solar Basics (diagram/subheadings), pp. 169-170; Biography: Rachel Carson Biography (photo), pp. 177-179; Web Article: The Buzz on Native Bees (photos/graph/subheadings), pp. 183-185; Explanatory Text: Man and the Earth (photo), pp. 187-188</p> <p>TEACHER'S EDITION</p> <p>Visual Text</p> <ul style="list-style-type: none"> Set a Purpose/Visual Text Analysis, TE pp. 14, 32, 50, 68, 86, 104, 122, 140, 158, 176 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text, TE pp. 12-13 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 14-15, 32-33, 50-51 Self-Monitoring: Visualize, TE pp. 26-27 Visual Supports: Visual Learners, TE pp. 42-43 Visual Text: ELL, TE pp. 68-69, 176-177
<p>(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (How does the author's use of figurative language give you a greater understanding of what is happening in the text?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-134, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (author's word choices/figurative language), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>1st Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (metaphor), TE p. 147 <p>Vocabulary</p> <ul style="list-style-type: none"> Multiple-Meaning Words, TE p. 15 Figurative Language, TE pp. 17, 22, 52, 71, 76, 80, 93, 106, 129, 147, 151, 166 Homophones, TE p. 23 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Multiple-Meaning Words, TE pp. 33, 41, 61, 111, 124, 130, 148, 178, 188 • Domain-Specific Words, TE p. 39, 165 • Definition from Context, TE p. 57 • Denotation and Connotation, TE p. 69 • Multiple-Meaning Words, TE p. 70 • Words in Context, TE p. 87 • Idioms, TE pp. 88, 94, 105 • Synonyms, TE pp. 89, 168 • Context Clues, TE p. 113, 115 • Words in Context, TE p. 141, 184 • Word Parts, TE p. 160 • Synonyms, TE p. 168 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, TE pp. 76–77, 110–111
<p>(E) identify and analyze the use of literary devices, including multiple points of view and irony;</p>	<p>STUDENT EDITION Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (point of view), p. 127 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (second person to first person point of view), TE p. 76 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (author's point of view), TE p. 185 <p>Think Aloud</p> <ul style="list-style-type: none"> • Point of view (story told from the point of view of the dog), TE p. 51 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Think-Aloud Modeling: Purposeful Partner Talk (different point of view), TE pp. 16–17 • Intertextual Analysis: Analyzing Across Genres (point of view), TE pp. 100–101 • Intertextual Analysis: Comparing and Contrasting Authors' Perspectives, TE pp. 152–153
<p>(F) analyze how the author's use of language contributes to the mood, voice, and tone; and</p>	<p>STUDENT EDITION Annotation Notes</p> <ul style="list-style-type: none"> • 2nd Read (note use of language/text structure), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (tone), p. 27, 45, 146 • Comprehension Check (mood/tone), p. 189 • Respond to Reading (tone), p. 91 <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (author's word choices/use of language), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 135, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (mood), TE p. 71 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity (use of language/tone) TE pp. 6–7 Scaffolding: Sentence Frames (tone), TE pp. 28–29 Text Complexity: Quantitative vs. Qualitative Features (tone), TE pp. 56–57 Academic Language: Conversation (tone), TE pp. 78–79
<p>(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p>	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Academic Language: Conversation (rhetorical conventions), TE pp. 78–79
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	<p>STUDENT EDITION</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence (writing prompt), pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION</p> <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (writing prompt), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Productive Conversation: Adding On (connect and flesh out ideas), TE pp. 72–73 Differentiation: Scaffolding with Graphic Organizers (make logical connections/brainstorming), TE pp. 118–119 Productive Conversation: Extending (brainstorming), TE pp. 178–179

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(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Organization, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Text Evidence, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Focus Question (refer to the Writing Rubric as you revise your work), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p> <p>TEACHER'S EDITION Writing About the Focus Questions • Monitor (review and revise), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p>
(D) edit drafts using standard English conventions, including:	
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement; (v) correct capitalization;	<p>Correct grammar and usage modeled in reading selections.</p> <p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p> <p>Self-Assess and Reflect • Writing Rubric: Spelling and Conventions (correct grammar), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>

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(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	Related content <u>STUDENT EDITION</u> Self-Assess and Reflect: Writing Rubric <ul style="list-style-type: none"> Spelling and Conventions (correct punctuation), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192
(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	Related content <u>STUDENT EDITION</u> Self-Assess and Reflect: Writing Rubric <ul style="list-style-type: none"> Spelling and Conventions (correct spelling), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192
(E) publish written work for appropriate audiences.	<u>STUDENT EDITION</u> Self-Assess and Reflect <ul style="list-style-type: none"> Focus Question (write your final version), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192 <u>TEACHER'S EDITION</u> Reflect <ul style="list-style-type: none"> Teacher assesses final versions/records points/places in students' writing portfolios, TE pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<u>TEACHER'S EDITION</u> Differentiate and Extend <ul style="list-style-type: none"> Write Beyond (imagined experience/extend or rewrite original storyline), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 136–137
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	<u>STUDENT EDITION</u> Write: Writing About the Focus Question <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191

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<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Debate an Issue, TE pp. 65, 101, 173 • Write Beyond (write a convincing article), TE p. 173 <p>Related content</p> <p>STUDENT EDITION Informational Text Selection</p> <ul style="list-style-type: none"> • Speech: Inaugural Address, pp. 105–110 • Speech: Some of the Problems Awaiting Solution, pp. 159–164
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond: Letter, TE pp. 47, 65
<p>(12) Inquiry and research*: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>*Each unit of <i>Close Reading of Complex Texts</i> models an inquiry and research project. Students carefully read and re-read, annotate, take and organize notes, and summarize the contents of four source documents. After analyzing and synthesizing their information, they write a response.</p>
<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
<p>(B) develop and revise a plan;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173 • Make a Plan, TE pp. 47, 119, 155
<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p>Related content</p> <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
<p>(D) identify and gather relevant information from a variety of sources;</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Evidence from Multiple Texts, TE pp. 98–99 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 114–115 • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 172–173

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 8
(E) differentiate between primary and secondary sources;	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Evidence from Multiple Texts, TE pp. 98–99 • Intertextual Analysis: Analyzing Across Genres (compare two or more texts), TE pp. 100–101 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 114–115 • Annotations: Connections (annotate multiple texts), TE pp. 116–117 • Intertextual Analysis: Making Thematic Connections (multiple texts), TE pp. 132–134 • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 172–173 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 186–187
(F) synthesize information from a variety of sources;	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (synthesize information from all unit texts), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: Graphic Organizers (analyzing/synthesizing information from multiple texts), TE pp. 82–83 • Self-Monitoring Strategies: Draw Conclusions (synthesize relevant details), TE pp. 108–109 • Productive Conversation: Extending (synthesis), TE pp. 178–179
(G) differentiate between paraphrasing and plagiarism when using source materials;	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Texts (quoting directly, paraphrasing, summarizing), TE pp. 98–99 • Collaboration: Small Groups (paraphrase), TE pp. 144–145
(H) examine sources for:	
(i) reliability, credibility, and bias, including omission; and	N/A
(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	N/A
(I) display academic citations and use source materials ethically; and	N/A

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<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Create a Visual Text, TE pp. 29, 47, 83, 137, 191 • Research (oral presentation), TE p. 119 • Make a Plan (develop a presentation), TE p. 119 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Collaboration: Whole-Class Collaboration (presentation), TE pp. 154–155