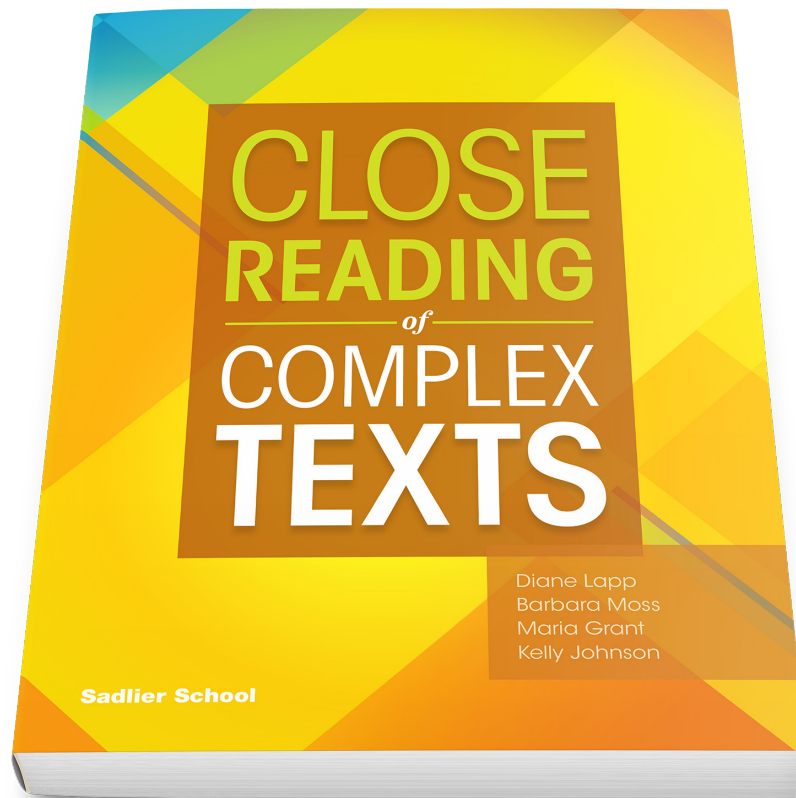


Close Reading of Complex Texts

Correlation to the Common Core State Standards for
English Language Arts

Grade 8



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READING: LITERATURE

Grade 8 ELA Standards

Close Reading of Complex Texts, Grade 8

Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Reading Closely

- 1st Read (mark text/write notes/determine what the text is about), p. 6
- 3rd Read (making inferences), p. 7

Self-Monitoring Strategies

- Ask yourself questions/Draw conclusions/Reread to clarify, p. 10

Self-Monitoring Strategies Checklist: Literature Selections

- Draw conclusions/Ask yourself questions/Reread to clarify (Text 1 selections only), pp. 51, 69

Annotation Notes: Literature Selections

- 1st Read (identify key ideas and details/textual evidence), pp. 51-52, 69-71, 79-80
- 3rd Read (make inferences/analyze meaning), pp. 51-52, 69-71, 79-80

Return to the Text

- Comprehension Check (demonstrate understanding of what the text means/draw conclusions), pp. 55, 81

TEACHER'S EDITION

Annotating a Text

- 1st Read (determine what the text is about), TE p. 9
- 3rd Read (look for meaning by making inferences), TE p. 9

1st Read: Literature Selections

- Text-Dependent Questions/Partner Talk (gain general understanding), TE pp. 51, 69, 79

3rd Read: Literature Selections

- Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 53, 71, 80

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Reread to Clarify, TE pp. 22-23
- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 90-91
- Self-Monitoring Strategies: Draw Conclusions, TE pp. 108-109
- Self-Monitoring Strategies: Reread to Clarify, TE pp. 124-125
- Self-Monitoring Strategies: Drawing Conclusions, TE pp. 162-163

READING: LITERATURE	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
<p>CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>STUDENT EDITION Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (theme/author’s purpose/central message), p. 7 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart, p. 11 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 3rd Read (theme of the text), pp. 51-53, 69-71, 79-80 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading (Summary Chart, written summary), pp. 54-55 <p>TEACHER’S EDITION 3rd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 53, 80 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Comprehension Check, pp. 56, 74, 81 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Analyzing vs. Summarizing (messages of a text), TE pp. 130-131 Intertextual Analysis: Comparing and Contrasting Themes (compare messages), TE pp. 186-187
<p>CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>STUDENT EDITION Summarizing</p> <ul style="list-style-type: none"> Summary Chart (Characters/Conflict), pp. 11 <p>Literature Selection</p> <ul style="list-style-type: none"> Novel: The Call of the Wild, pp. 51-56 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart (Who?)/Conflict (What?), p. 54 Comprehension Check, p. 56 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Think Aloud Modeling: Conversation (act out dialogue), TE pp. 180-181

READING: LITERATURE	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>STUDENT EDITION Annotating a Text</p> <ul style="list-style-type: none"> 2nd Read (identify unfamiliar words), p. 8 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 2nd Read (analyze language and structure), pp. 51-52, 69-71, 79-80 <p>TEACHER'S EDITION 2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/meaning of words), TE pp. 52, 70, 80 <p>Vocabulary</p> <ul style="list-style-type: none"> Vocabulary instruction, 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>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, pp. 76-77, 110-111, Annotations: Key Words and Phrases, TE pp. 146-147
<p>CCSS.ELA-LITERACY.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>STUDENT EDITION Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 2nd Read (analyze language and text structure), pp. 51-52, 69-71, 79-80 <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, pp. 148-149, 184-185
<p>CCSS.ELA-LITERACY.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>STUDENT EDITION Literature Selection</p> <ul style="list-style-type: none"> Novel: The Call of the Wild, pp. 51-56 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Comprehension Check (point of view), p. 56 <p>TEACHER'S EDITION Annotation Notes: Literature Selection</p> <ul style="list-style-type: none"> 2nd Read (narrator point of view), TE p. 52 <p>Genre Study</p> <ul style="list-style-type: none"> The Call of the Wild (unusual point of view), TE p. 49 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Think-Aloud Modeling: Purposeful Partner Talk, TE pp. 16-17 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> • Intertextual Analysis: Analyzing Across Genres, TE pp. 100–101 • Differentiation: End-of-Unit Writing Assignment (different point of view), TE pp. 136–137 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 152–153 • Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92–93
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><i>See related content</i></p> <p><u>STUDENT EDITION</u> Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (make connections between different genres), pp. 49, 67
<p>CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><u>STUDENT EDITION</u> Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (make connections), pp. 54–55, 72–73 <p><u>TEACHER’S EDITION</u> Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/ Reflect, TE pp. 54–55, 72–73 <p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 76–77, 110–111 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 152–153
Range of Reading and Level of Text Complexity	
<p>CCSS.ELA-LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</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> Text Complexity</p> <ul style="list-style-type: none"> • Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 49, 67 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE

Grade 8 ELA Standards

Close Reading of Complex Texts, Grade 8

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

READING: INFORMATIONAL TEXT

Grade 8 ELA Standards

Close Reading of Complex Texts, Grade 8

Key Ideas and Details

CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Reading Closely

- 1st Read (mark text/write notes/determine what the text is about), p. 6
- 3rd Read (making inferences), p. 7

Annotating a Text

- Mark text, write notes/questions, use annotation symbols, pp. 8-9

Self-Monitoring Strategies

- Ask yourself questions/Draw conclusions/Reread to clarify, p. 10

Self-Monitoring Strategies Checklist: Informational Text Selections

- Draw conclusions/Ask yourself questions/Reread to clarify (Text 1 selections only), pp. 18, 50, 82, 114

Annotation Notes: Informational Text Selections

- 1st Read (identify key ideas and details/textual evidence)/3rd Read (make inferences/analyze meaning), pp. 15-17, 21-23, 28-29, 33-35, 39-41, 43-44, 57-59, 61-62, 75-77, 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

- Comprehension Check (demonstrate understanding of what the text means/make inferences/draw conclusions), 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

continued

READING: INFORMATIONAL TEXT

Grade 8 ELA Standards	<i>Close Reading of Complex Texts, Grade 8</i>
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	<p>TEACHER'S EDITION</p> <p>Annotating a Text</p> <ul style="list-style-type: none"> • 1st Read (determine what the text is about), TE p. 9 • 3rd Read (look for meaning by making inferences), TE p. 9 <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (gain general understanding), 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>3rd Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 17, 23, 26, 35, 41, 44, 59, 62, 77, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies: Reread to Clarify, TE pp. 22-23 • Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 90-91 • Self-Monitoring Strategies: Draw Conclusions, TE pp. 108-109 • Self-Monitoring Strategies: Reread to Clarify, TE pp. 124-125 • Self-Monitoring Strategies: Drawing Conclusions, TE pp. 162-163
<p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Annotating a Text</p> <ul style="list-style-type: none"> • 3rd Read (theme/author's purpose/central message), p. 9 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Draw conclusions (based on details in the text), p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart, p. 11 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • 3rd Read: Make Inferences/Connections, pp. 15-17, 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, 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"> • Summary Chart/Questions, pp. 18-19, 36-37, 90-91, 108-109, 126-127, 144-145, 162-163, 180-181 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 130-131

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READING: INFORMATIONAL TEXT

Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
<p>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>STUDENT EDITION Informational Text Selections</p> <ul style="list-style-type: none"> • Newspaper Article: Earthquake and Fire: San Francisco in Ruins, pp. 15–20 • Blog Post: Faithful and True Even to Death, pp. 57–60 • Newsletter Article: Spending on Pets: “Tails” from from the Consumer Expenditure Survey (comparisons), pp. 61–63 • Speech: Some of the Problems Awaiting Solution, pp. 159–164 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details, pp. 15–17, 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, 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—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Productive Conversation: Examples, TE pp. 166–167

Craft and Structure

<p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>STUDENT EDITION Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • 2nd Read: Language and Text Structure, pp. 15–17, 21–23, 28–29, 33–35, 39–41, 43–44, 57–59, 61–62, 75–77, 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 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 16, 22, 29, 34, 40, 44, 58, 62, 76, 88, 94, 98, 106, 112, 116, 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"> • Academic Language: ELL, TE pp. 20–21 • Scaffolding: Sentence Frames, TE pp. 28–29 • Text Complexity: High-Knowledge Demands (unknown words), TE pp. 44–45 • Academic Language: Language Frames, TE pp. 64–65 • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 76–77 • Academic Language: Conversation, TE pp. 78–79 • Academic Language: Language Frames, TE pp. 106–107 <p style="text-align: right;"><i>continued</i></p>
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READING: INFORMATIONAL TEXT	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 142-143
<p>CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>STUDENT EDITION Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 15-17, 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, 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 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (text structure), TE pp. 16, 22, 26, 34, 40, 44, 58, 62, 76, 88, 94, 98, 106, 112, 116, 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"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 184-185
<p>CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>TEACHER'S EDITION Informational Text Selections</p> <ul style="list-style-type: none"> Magazine Article: Snow Beauties, pp. 123-128 Essay: The Halcyon in Canada (determine point of view), pp. 75-78 Web Article: Sizing Up the Earth's Glaciers, pp. 133-135 Web Article: Wave of Discovery, pp. 165-168 Web Article: The Buzz on Native Bees, pp. 183-186 <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Partner Talk (point of view), TE p. 124 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Collaboration: Purposeful Partner Talk (understand text from a different point of view), TE pp. 16-17 Intertextual Analysis: Analyzing Across Genres (point of view), TE pp. 100-101 Differentiation: End-of-Unit Writing Assignment (present information from a different point of view), TE pp. 136-137 Intertextual Analysis: Comparing and Contrasting Authors' Perspectives (author's point of view), TE pp. 152-153

READING: INFORMATIONAL TEXT

Grade 8 ELA Standards

Close Reading of Complex Texts, Grade 8

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

STUDENT EDITION

Reading a Visual Text

- Science, Technology, Engineering, and Math (STEM) Event, Denver, Colorado, p. 12

Visual Texts

- 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

CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

STUDENT EDITION

Informational Text Selections

- 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
- Newsletter Article: Spending on Pets: “Tails” from, pp. 61-63
- Magazine Article: The Automobile and Automobiling, pp. 141-146

TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT

- Productive Conversation: Examples, TE pp. 166-167
- Productive Conversation: Reasoning, TE pp. 168-169

CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

STUDENT EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190

TEACHER’S EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190

continued

READING: INFORMATIONAL TEXT

Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
<p>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts/ Reflect, 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"> 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: Making Thematic Connections, TE pp. 132–133 Intertextual Analysis: Comparing and Contrasting Authors' Perspective, TE pp. 148–149, 152–153 Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 186–187

Range of Reading and Level of Text Complexity

<p>CSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>STUDENT EDITION Literary Nonfiction Text Selections</p> <ul style="list-style-type: none"> Web Article: You're a what? Seismologist, pp. 28–29 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 Blog Post: Faithful and True Even to Death, pp. 57–60 Newsletter Article: Spending on Pets: "Tails" from, pp. 61–63 Essay: The Halcyon in Canada, pp. 75–78 Speech: Inaugural Address, pp. 105–110 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 <p style="text-align: right;"><i>continued</i></p>
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READING: INFORMATIONAL TEXT	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> • 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 <p>TEACHER'S EDITION Text Complexity</p> <ul style="list-style-type: none"> • Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), 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"> • 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

WRITING	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
Text Types and Purposes	
<p>CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (letter to the editor), TE p. 47 • Debate an Issue, TE pp. 65, 101, 173 • Write Beyond (write a sales pitch), TE p. 155 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 136–137
<p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>STUDENT EDITION Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (write biographical essay), TE p. 83 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 136–137

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WRITING	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
<p>CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (narrative/imagined experiences/assumed roles/journal entries/letter/story), TE pp. 29, 65, 101, 119, 137, 173, 191 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 136–137
Production and Distribution of Writing	
<p>CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191
<p>CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p>	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Text Monitor/Writing Checklist, 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, 192
<p>CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Self-Monitoring Visualize (use images from the Internet), TE pp. 26–27 • Differentiation: Visual Learners (strengthen computer literacy), TE pp. 190–191
Research to Build and Present Knowledge	
<p>CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><u>TEACHER'S EDITION</u> 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

WRITING

Grade 8 ELA Standards

Close Reading of Complex Texts, Grade 8

CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STUDENT EDITION

Annotating a Text

- Annotations/Annotation Notes: The Life and Times of Frederick Douglass/Oliver Twist (read and annotate with purpose/mark text and questions while you read/making notes/sample annotations), pp. 8–9

Annotation Notes

- 1st Read: Key Ideas and Details/2nd Read: Language and Text Structure/3rd Read: Connections and Inference (write notes next to text), pp. 20, 21, 22, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 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

Summarizing

- Summary Chart, p. 11

Return to the Text

- Respond to Reading: Summary Chart, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180

Analyze and Synthesize Across Texts

- Return to the Focus Questions: Graphic organizer, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190

TEACHER'S EDITION

- Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- 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
- Annotations: Important or Surprising Information, TE pp. 60–61
- Annotations: Annotation Notes, TE pp. 74–75
- Think-Aloud Modeling: Annotating, TE pp. 94–95
- Teacher Observation: Student Annotations, TE pp. 104–105
- Annotations: Connections, TE pp. 116–117
- 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

WRITING	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CCSS.ELA-LITERACY.W.8.9.A Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	<p>STUDENT EDITION 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
CCSS.ELA-LITERACY.W.8.9.B Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<p>STUDENT EDITION Literary Nonfiction Text Selections</p> <ul style="list-style-type: none"> • Web Article: You’re a what? Seismologist, pp. 28-29 • 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 • Blog Post: Faithful and True Even to Death, pp. 57-60 • Newsletter Article: Spending on Pets: “Tails” from, pp. 61-63 • Essay: The Halcyon in Canada, pp. 75-78 • Speech: Inaugural Address, pp. 105-110 • 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
Range of Writing	
CCSS.ELA-LITERACY.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>STUDENT EDITION 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 (write notes next to text), pp. 20, 21, 22, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 51, <p style="text-align: right;"><i>continued</i></p>

WRITING	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
	<p>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> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (complete Summary Chart and answer questions after each Text 1), pp. 18-19, 36-37, 54-55, 72-73, 90-91, 108-109, 126-127, 144-145, 162-163, 180-181 Comprehension Check (answer questions after each reading selection), 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: Connect Texts/ Reflect (record details in graphic organizer/answer questions), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write</p> <ul style="list-style-type: none"> Writing About the Focus Question: Use Evidence, 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, TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 136-137

SPEAKING & LISTENING	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
Comprehension and Collaboration	
<p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>TEACHER'S EDITION</p> <p>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 style="text-align: right;"><i>continued</i></p>

SPEAKING & LISTENING

Grade 8 ELA Standards	<i>Close Reading of Complex Texts, Grade 8</i>
	<p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Collaborate (review and discuss partners' summaries), TE pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <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 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>CCSS.ELA-LITERACY.SL.8.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>STUDENT EDITION</p> <p>Visual Text Selections (visual text analysis)</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 <p style="text-align: right;"><i>continued</i></p>

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SPEAKING & LISTENING

Grade 8 ELA Standards	<i>Close Reading of Complex Texts, Grade 8</i>
	<ul style="list-style-type: none"> • Photograph: Summer in Antarctica, p. 122 • Photograph: Travel Concept, p. 140 • Photograph: The San Gorgonio 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>CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>STUDENT EDITION Text Selections</p> <ul style="list-style-type: none"> • Magazine Article: The Future of Physical Education (analyze author’s argument), pp. 33–38 • Explanatory Text: Title IX: A Sea Change in Gender Equity in Education (analyze author’s argument), pp. 39–42 • Magazine Article: The Automobile and Automobiling (analyze author’s argument), pp. 141–146 • Explanatory Text: Man and the Earth (analyze author’s argument), pp. 187–189 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Productive Conversation: Examples, TE pp. 166–167 • Productive Conversation: Reasoning, TE pp. 168–169
<p>Presentation of Knowledge and Ideas</p>	
<p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>TEACHER’S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Research (make a presentation to the class), TE p. 1119 • 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 (prepare an assembly presentation), TE pp. 154–155
<p>CCSS.ELA-LITERACY.SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>TEACHER’S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Create a Visual Text, TE pp. 47, 137, 29, 83, 191 <p><i>See also related content</i></p> <p>STUDENT EDITION Visual Text Selections</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 <p style="text-align: right;"><i>continued</i></p>

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SPEAKING & LISTENING	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
	<ul style="list-style-type: none"> • 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><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></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 • Self-Monitoring: Visualize, TE pp. 26–27 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 32–33 • Visual Supports: Visual Learners, TE pp. 42–43 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 50–51 • Visual Text: ELL, TE pp. 68–69 • Visual Text: ELL, TE pp. 176–177 • Differentiation: Visual Learners, TE pp. 190–191
<p>CCSS.ELA-LITERACY.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>	<p><u>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Academic Language: Conversation (formal and informal language), TE pp. 78–79, 142–143 <p><i>See also related content</i></p> <p><u>STUDENT EDITION</u></p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> • Speech: Inaugural Address, pp. 105–110 • Speech: Some of the Problems Awaiting Solution, pp. 159–164

LANGUAGE	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
Vocabulary Acquisition and Use	
CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
CCSS.ELA-LITERACY.L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p><u>TEACHER’S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Multiple-Meaning Words (contextual meaning of familiar words and phrases), TE pp. 15, 33, 41, 61, 70, 111, 124, 130, 148, 177, 188 • Definition from Context, TE p. 57 • Words in Context, TE pp. 87, 141, 184 • Context Clues, TE pp. 113, 115
CCSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	<p><u>TEACHER’S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Word Parts, TE p. 160
CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CCSS.ELA-LITERACY.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.	<p><u>TEACHER’S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Figurative Language, TE pp. 17, 22, 52, 71, 76, 80, 93, 106, 129, 147, 151, 166 • Idioms, TE pp. 23, 88, 94, 105
CCSS.ELA-LITERACY.L.8.5.B Use the relationship between particular words to better understand each of the words.	<p><u>TEACHER’S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Homophones, TE p. 23 • Synonyms, TE pp. 89, 168
CCSS.ELA-LITERACY.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	<p><u>TEACHER’S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Denotation and Connotation, TE p. 69

LANGUAGE	
Grade 8 ELA Standards	Close Reading of Complex Texts, Grade 8
<p>CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>STUDENT EDITION</p> <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>TEACHER'S EDITION</p> <p>2nd Read: Text Selections</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, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts (sentence frames/use academic language), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Vocabulary</p> <ul style="list-style-type: none"> Domain-Specific Words, TE p. 39 Domain-Specific Language, TE p. 165 Other vocabulary instruction, TE pp. 15, 17, 22, 23, 33, 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, 166, 168, 177, 184, 188 <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, TE pp. 20-21 Academic Language: Language Frames, TE pp. 64-65 Academic Language: Conversation, TE pp. 78-79 Productive Conversation: Revoicing and Restating (academic language), TE pp. 96-97 Academic Language: Language Frames, TE pp. 106-107 Productive Conversation: Revoicing Students' Responses (academic language), TE pp. 122-123 Academic Language: Conversation, TE pp. 142-143 Visual Text: ELL (academic language), TE pp. 176-177