

Common Core Correlations – Grade 8

Eighth Grade Reading Literary (RL)		
Standard Number	Standard	Where Taught
	Key Ideas and Details	
ELACC8RL1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1: Activity 1.14; Unit 2: Activity 2.4, EA 1 (p 127-128); Unit 3: Activity 3.11, EA 1 (p 239-241); Unit 4: EA 1 (p 288-289), Activity 4.15; Unit 1: Activity 1.2 (p 7), 1.3 (p 8), 1.3 (p 10), 1.4 (p 13), 1.5(p 18-19), 1.6 (p 20), 1.6 (p 21), 1.6 (p 23), 1.6 (p25-26), 1.7 (p 28-9), (p 30), 1.7 (p 32-33), 1.7 (p 35), 1.8 (p 40), 1.9 (p 42), 1.9 (p 45-46), 1.9 (p 48), 1.12 (p 56), 1.12 (p 59), 1.15 (p 75), 1.15 (p 77); Unit 2: Activity 2.3 (p 102-104), 2.3 (p 106), 2.4 (p 110-111), 2.6 (p 116-117), 2.7 (p 120-121), 2.8 (p 123), 2.9 (p 124-125); Unit 3: Activity 3.4 (p 186), 3.5 (p 188-191), 3.10 (p 216), 3.10 (p 219), 3.10 (p 223), 3.11 (p 225), 3.11 (p 227), 3.11 (p 229-232), 3.12 (p 234), 3.12 (p 238); Unit4: Activity 4.3 (p 244), 4.6 (p 259), 4.7 (p 262), 4.8 (p 268-269), 4.9 (p 274), 4.9 (p 276-277), 4.10 (p 281), 4.11 (p 282), 4.15 (p 297), 4.16 (p 299), 4.18 (p 305-306)
ELACC8RL2	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.	Unit 1: Activity 1.12; Unit 2: Activity 2.3, 2.9; Unit 3: Activity 3.5, 3.10, EA 1 (p 239-241); Unit 4: EA 1 (p 288-289), Activity 4.15; Unit 1: Activity 1.3 (p 10), 1.6 (p 24), 1.7 (p 35), 1.9 (p 48), 1.12 (p 56), 1.12 (p 58); Unit 2: Activity 2.3 (p 105-106), 2.4 (p 111), 2.5 (p 113), 2.6 (p 116), 2.8 (p 122-123), 2.9 (p 124), 2.9 (p 126); Unit 3: Activity 3.4 (p 185), 3.4 (p 196), 3.5 (p 188), 3.5 (p 191), 3.10 (p 223), 3.11 (p 225), 3.11 (p 227), 3.11 (p 230-232); Unit 4: Activity 4.7 (p 265), 4.8 (p 268), 4.8 (p 272), 4.13 (p 293), 4.14 (p 295), 4.15 (p 298), 4.16 (p 299-300), 4.19 (p 311)
ELACC8RL3	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.	Unit 1: Activity 1.6, 1.7, 1.9; Unit 2: Activity 2.3, 2.4, 2.8, 2.9, EA 1 (p 127-128); Unit 3: Activity 3.10, EA 1 (p 239-241); Unit 4: Activity 4.7, EA 1 (p 288-289), 4.18, EA 2 (p 313-314); Unit 1: Activity 1.2 (p 7), 1.5(p 18-19), 1.6 (p 20-26), 1.7 (p 28-9), 1.7 (p 31), 1.7 (p 33-34), 1.9 (p 43), 1.9 (p 45-46), 1.9 (p 48), 1.12(p 56), 1.12 (p 60), 1.14 (p 69-70), 1.14 (p 77); Unit 2: Activity 2.3 (p 101-102), 2.3 (p 104-105), 2.4 (p 110), 2.5 (p 112-113), 2.7 (p 120-121), 2.8 (p 122-123), 2.9 (p 124-126); Unit 3: Activity 3.4 (p 184), 3.5 (pp 189-190), 3.10 (p 215), 3.10 (p 217), 3.10 (p 223), 3.11 (p 227-230), 3.12 (p 234), 3.12 (p 237); Unit 4: Activity 4.3 (p 244) 4.6 (p 259), 4.7 (p 262-266), 4.8 (p 269), 4.8 (p 271), 4.9 (p 276-277), 4.10 (p 281), 4.11 (p 282), 4.13 (p 293), 4.15 (p 298), 4.16 (p 299-301), 4.18 (p 305-307)

Craft and Structure		
ELACC8RL4	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.	Unit 1: Activity 1.3; Unit 2: Activity 2.5; Unit 1: Activity 1.3 (p 8), 1.3 (p 10), 1.7 (p 28-9), 1.7 (p 32-33), 1.7 (p 35), 1.9 (p 42), 1.12 (p 56), 1.12 (p 60), 1.14 (p 69); Unit 2: Activity 2.3 (p 102-105), 2.4 (p 111), 2.5 (p 112-113), 2.6 (p 117), 2.7(p 120), 2.8 (p 123), 2.9 (p 125); Unit 3: Activity 3.5 (p 189-190), 3.10 (p 215), 3.10 (p 223), 3.11 (p 228), 3.12 (p 237-238); Unit 4: Activity 4.6 (p 257), 4.7 (p 262-266), 4.8 (p 268), 4.8(p 269-272), 4.9 (p 274-275), 4.9 (p 276-277), 4.10 (p 279-281), 4.11 (p 282), 4.14 p 295-296), 4.15 (p 297), 4.16 (p 299-301), 4.18 (p 305-307)
ELACC8RL5	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.	Unit 3: Activity 3.12; Unit 1: Activity 1.12 (p 55); Unit 3: Activity 3.4 (p 185), 3.5 (p 191), 3.12 (p 233), 3.12 (p 237)
ELACC8RL6	Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Unit 2: Activity 2.5; Unit 4: Activity 4.8, EA 1 (p 288-289), 4.15, EA 2 (p 313-314); Unit 2: Activity 2.3 (p 101-102), 2.5 (p 112), 2.5 (p 117), 2.9 (p 126); Unit 3: Activity 3.5 (p 189-190); Unit 4: Activity 4.3 (p 244)
Integration of Knowledge and Ideas		
ELACC8RL7	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.	Unit 4: Activity 4.19, EA 2 (p 313-314); Unit 4: Activity 4.19 (p 310-311)
ELACC8RL8	(Not applicable to literature)	
ELACC8RL9	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.	Unit 2: Activity 2.7, 2.9; Unit 2: Activity 2.7 (p 120-121), 2.9 (p 124); Unit 4: Activity 4.9 (p 275)
Range of Reading and Level of Text Complexity		
ELACC8RL10	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.	Unit 1: Activity 1.7, 1.13, 1.14; Unit 3: EA 1 (p 239-241); Unit 4: Activity 4.8, EA 1 (p 288-289), EA 2 (p 313-314); Unit 1: Activity 1.1 (p 4), 1.2 (p 7), 1.3 (p 8), 1.6 (p 20), 1.7 (p 28), 1.9 (p 42), 1.12 (p 55), 1.13 (p 61), 1.14 (p 67); Unit 2: Activity 2.1 (p 92), 2.6 (p 121), 2.10 (p 130); Unit 3: Activity 3.1 (p 163), 3.4 (p 180), 3.11 (p 225), 3.13 (p 244); Unit 4: Activity 4.1 (p 232), 4.7 (p 262), 4.9 (p 274), 4.12 (p 291), 4.15 (p 299), 4.18 (p 305), 4.19 (p 309)

Eighth Grade Reading Informational (RI)		
Standard Number	Standard	Where Taught
Key Ideas and Details		
ELACC8RI1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Unit 1: Activity 1.16; Unit 3: Activity 3.4, 3.15, 3.16, 3.17; Unit 4: Activity 4.4, EA 1 (p 288-289); Unit 1: Activity 1.12 (p 58-60), 1.13 (p 63-64), 1.14 (p 67-68), 1.14 (p 71-72), 1.14 (p 77), 1.16 (p 78-79), 1.17 (p 81); Unit 2: Activity 2.2 (p 94-5), 2.2 (p 98), 2.6 (p 115), 2.11 (p 131-132), 2.12 (p 134), 2.13 (p 137-139), 2.15 (p 145-147), 2.16 (p 150-151), 2.17 (p 153), 2.17 (p 156); Unit 3: Activity 3.2 (p 169), 3.3 (p 177), 3.3 (p 179), 3.4 (p 180), 3.4 (p 182), 3.4 (p 186), 3.6 (p 195), 3.7 (p 196), 3.8 (p 206), 3.15 (p 251-253), 3.15 (p 255), 3.15 (p 257), 3.16 (p 259), 3.16 (p 261), 3.16 (p 263-264), 3.17 (p 266), 3.17 (p 268), 3.18 (p 273-

		274), 3.18 (p 276), 3.19 (p 279-282); Unit 4: Activity 4.2 (p 233-236), 4.2 (p 239-40), 4.3 (p 241-242), 4.4 (p 247), 4.4 (p 249), 4.4 (p 251), 4.5 (p 252), 4.5 (p 254-255), 4.11 (p 283-285), 4.17 (p 302)
ELACC8RI2	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.	Unit 1: Activity 1.13; Unit 3: Activity 3.4, 3.15; Unit 4: Activity 4.2, EA 1 (p 288-289); Unit 1: Activity 1.13 (p 63-64), 1.14 (p 68), 1.14 (p 72); Unit 2: Activity 2.2 (p 94-5), 2.2 (p 98), 2.6 (p 115), 2.7 (p 120), 2.11 (p 132), 2.13 (p 137), 2.15 (p 145), 2.15 (p 148), 2.16 (p 151-152), 2.17 (p 156); Unit 3: Activity 3.3 (p 179), 3.4 (p 182), 3.14 (p 186), 3.7 (p 196-107)), 3.8 (pp 203-4), 3.8 (p 206), 3.15 (p 251), 3.15 (p 255), 3.15 (p 263), 3.18 (p 276), 3.19 (p 280-282); Unit 4: Activity 4.2 (p 233-234), 4.2 (p 238), 4.3 (p 242), 4.4 (p 249-250), 4.5 (p 254-256), 4.11 (p 283-285), 4.17 (p 303)
ELACC8RI3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Unit 1: Activity 1.13, 1.14; Unit 2: Activity 2.2; Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.12 (p 58), 1.13 (p 63-64), 1.14 (p 67-68), 1.14 (p 71-72), Unit 2: Activity 2.2 (p 96-97), 2.11 (p 132), 2.11 (p 147); Unit 3: Activity 3.4 (p 182), 3.6 (p 263), 3.15 (p 251), 3.17 (p 268), 3.18 (p 274), 3.19 (p 279); Unit 4: Activity 4.2 (p 236-237), 4.4 (p 247-248), 4.4 (p 255), 4.6 (p 258), 4.11 (p 283-284)
Craft and Structure		
ELACC8RI4	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.	Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.12 (p 59), 1.13 (p 63), 1.16 (p 78); Unit 2: Activity 2.2 (p 95-97), 2.12 (p 134), 2.13 (p 140), 2.15 (p 145), 2.15 (p 147), 2.16 (p 150-151); Unit 3: Activity 3.4 (p 180), 3.4 (p 182), 3.6 (p 192), 3.6 (p 195), 3.15 (p 251-253), 3.15 (p 255), 3.15 (p 257), 3.18 (p 276), 3.19 (p 280), 3.19 (p 283); Unit 4: Activity 4.2 (p 234), 4.2 (p 239-240), 4.3 (p 241-243), 4.4 (p 245), 4.4 (p 248-249), 4.4 (p 251), 4.5 (p 252-254), 4.6 (p 257), 4.11 (p 283-286)
ELACC8RI5	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.	Unit 2: Activity 2.11; Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.12 (p 58), 1.13 (p 64-65); Unit 2: Activity 2.2 (p 97), 2.11 (p 132), 2.13 (p 140); Unit 3: Activity 3.4 (p 182), 3.15 (p 253), 3.19 (p 282); Unit 4: Activity 4.5 (p 254), 4.11 (p 285-286)
ELACC8RI6	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.	Unit 2: Activity 2.11; Unit 1: Activity 1.12 (p 58); Unit 2: Activity 2.11 (p 131-132), 2.11 (p 147); Unit 3: Activity 3.4 (p 182), 3.15 (p 251), 3.15 (p 255), 3.15 (p 257), 3.16 (p 261), 3.18 (p 274), 3.19 (p 279-280); Unit 4: Activity 4.2 (p 234), 4.5 (p 255)
Integration of Knowledge and Ideas		
ELACC8RI7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Unit 3: Activity 3.14; Unit 3: Activity 3.14 (p 247-248), 3.18 (p 277);
ELACC8RI8	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.	Unit 2: Activity 2.13; Unit 3: Activity 3.19; Unit 2: Activity 2.13 (p 137-139), 2.16 (p 150); Unit 3: Activity 3.15 (p 257), 3.18 (p 275), 3.18 (p 277), 3.19 (p 282);
ELACC8RI9	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.	Unit 2: Activity 2.16 (p 150), 2.16 (p 152);

	Range of Reading and Level of Text Complexity	
ELACC8RI10	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.	Unit 1: Activity 1.14, 1.16; Unit 1: Activity 1.10 (p 52), 1.12 (p 55), 1.13 (p 61), 1.14 (p 67), 1.16 (p 78); Unit 2: Activity 2.2 (p 93), 2.13 (p 137), 2.15 (p 143), 2.16 (p 148); Unit 3: Activity 3.1 (p 163), 3.4 (p 180), 3.12 (p 238), 3.13 (p 244); Unit 4: Activity 4.1 (p 232), 4.2 (p 233), 4.5 (p 253-254), 4.5 (p 256)

Eighth Grade Writing (W)		
Standard Number	Standard	Where Taught
	Text Types and Purposes	
ELACC8W1	Write arguments to support claims with clear reasons and relevant evidence.	
	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Unit 2: Activity 2.14, EA 2 (p 157-158); Unit 3: EA 2 (p 284-286); Unit 2: Activity 2.12 (p 135), 2.13 (p 140), 2.14 (p 141-142), 2.16 (p 152), 2.17 (p 153-156); Unit 3: Activity 3.7 (p 200-201), 3.15 (p 258), 3.17 (p 272);
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Unit 2: EA 2 (p 157-158); Unit 3: EA 2 (p 284-286); Unit 2: Activity 2.12 (p 135), 2.13 (p 140), 2.15 (p 148), 2.16 (p 152), 2.17 (p 153-156); Unit 3: Activity 3.7 (p 200-201), 3.15 (p 258);
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Unit 2: EA 2 (p 157-158); Unit 3: EA 2 (p 284-286); Unit 2: Activity 2.17 (p 155-156); Unit 3: Activity 3.7 (p 200-201);
	d. Establish and maintain a formal style.	Unit 2: EA 2 (p 157-158); Unit 2: Activity 2.17 (p 156);
	e. Provide a concluding statement or section that follows from and supports the argument presented.	Unit 2: EA 2 (p 157-158); Unit 3: EA 2 (p 284-286); Unit 2: Activity 2.17 (p 154-156); Unit 3: Activity 3.7 (p 200-201), 3.17 (p 272);
ELACC8W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Unit 1: Activity 1.17, EA 2 (p 87-88); Unit 2: Activity 2.2, EA 1 (p 127-128); Unit 3: EA 1 (p 239-241); Unit 4: Activity 4.3, 4.5, 4.11, EA 1 (p 288-289); Unit 1: Activity 1.4 (p 12), 1.13 (p 66), 1.14 (p 73), 1.16 (p 79), 1.17 (p 82), 1.17 (p 86); Unit 2: Activity 2.2 (p 98-99), 2.3 (p 108), 2.4 (p 112), 2.5 (p 114), 2.7 (p 120-121), 2.9 (p 124), 2.9 (p 126), 2.11 (p 133); Unit 3: Activity 3.5 (p 191), 3.9 (p 213), 3.10 (p 223), 3.11 (p 231-232); Unit 4: Activity 4.2 (p 240), 4.3 (p 244), 4.4 (p 249), 4.4 (p 251), 4.5 (p 255-256), 4.6 (p 260), 4.8 (p 272-273), 4.10 (p 281), 4.11 (p 285), 4.11 (p 287)
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Unit 1: Activity 1.15, 1.16, EA 2 (p 87-88); Unit 2: Activity 2.3, EA 1 (p 127-128); Unit 3: EA 1 (p 239-241); Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.4 (p 12), 1.13 (p 66), 1.14 (p 73), 1.15 (p 76-77), 1.16 (p 79), 1.17 (p 85); Unit 2: Activity 2.2 (p 98-99), 2.3 (p 108), 2.4 (p 112), 2.5 (p 115), 2.7 (p 120-121), 2.9 (p 126), 2.11 (p 133); Unit 3: Activity 3.5 (p 191), 3.9 (p 213); Unit 4: Activity 4.2 (p 240), 4.3 (p 244), 4.4 (p 251), 4.6 (p 260), 4.8 (p 272-273), 4.10 (p 281), 4.11 (p 285), 4.11 (p 287)

	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Unit 1: Activity 1.15, EA 2 (p 87-88); Unit 2: Activity 2.7, EA 1 (p 127-128); Unit 4: Activity 4.6, EA 1 (p 288-289); Unit 1: Activity 1.13 (p 66), 1.15 (p 75), 1.15 (p 77), 1.16 (p 79); Unit 2: Activity 2.2 (p 99), 2.7 (p 120-121); Unit 3: Activity 3.11 (p 231-232); Unit 4: Activity 4.5 (p 256), 4.6 (p 260), 4.8 (p 273), 4.10 (p 281), 4.11 (p 285)
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 1: EA 2 (p 87-88); Unit 2: EA 1 (p 127-128); Unit 3: EA 1 (p 239-241); Unit 4: Activity 4.2, 4.5, EA 1 (p 288-289); Unit 1: Activity 1.13 (p 66), 1.14 (p 73), 1.17 (p 82); Unit 4: Activity 4.2 (p 240), 4.3 (p 244), 4.4 (p 251), 4.5 (p 254-256), 4.6 (p 260), 4.8 (p 273), 4.10 (p 281)
	e. Establish and maintain a formal style.	Unit 1: EA 2 (p 87-88); Unit 2: EA 1 (p 127-128); Unit 3: EA 1 (p 239-241); Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.14 (p 73), 1.17 (p 82), 1.17 (p 84); Unit 3: Activity 3.5 (p 191), 3.9 (p 213); Unit 4: Activity 4.5 (p 255), 4.6 (p 260), 4.8 (p 273)
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Unit 1: Activity 1.17, EA 2 (p 87-88); Unit 2: EA 1 (p 127-128); Unit 3: EA 1 (p 239-241); Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.17 (p 83), 1.17 (p 85); Unit 4: Activity 4.11 (p 285), 4.11 (p 287)
ELACC8W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Unit 1: Activity 1.6, 1.7, EA 1 (p 49-50); Unit 3: Activity 3.8; Unit 4: Activity 4.4; Unit 1: Activity 1.6 (p 26-27), 1.7 (p 35), 1.9 (p 48); Unit 3: Activity 3.8 (p 206); Unit 4: Activity 4.4 (p 251), 4.13 (p 293)
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Unit 1: EA 1 (p 49-50); Unit 2: EA 1 (p 127-128); Unit 3: EA 2 (p 284-286); Unit 1: Activity 1.6 (p 27), 1.7 (p 35), 1.9 (p 48); Unit 3: Activity 3.8 (p 206); Unit 4: Activity 4.13 (p 293)
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Unit 1: EA 1 (p 49-50); Unit 1: Activity 1.7 (p 35), 1.9 (p 48); Unit 3: Activity 3.8 (p 207);
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Unit 1: Activity 1.3, 1.6, 1.7, EA 1 (p 49-50); Unit 1: Activity 1.3 (p 10), 1.6 (p 27), 1.7 (p 35), 1.9 (p 48); Unit 3: Activity 3.8 (p 206); Unit 4: Activity 4.13 (p 293)
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Unit 1: Activity 1.9, EA 1 (p 49-50); Unit 1: Activity 1.9 (p 48); Unit 3: Activity 3.8 (p 206); Unit 4: Activity 4.4 (p 251)
	Production and Distribution of Writing	
ELACC8W4	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.)	Unit 1: EA 1 (p 49-50), Activity 1.17, EA 2 (p 87-88); Unit 2: EA 1 (p 127-128), EA 2 (p 157-158); Unit 3: EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.6 (p 27), 1.7 (p 35), 1.9 (p 48), 1.13 (p 65-66), 1.14 (p 73), 1.15 (p 77), 1.17 (p 86); Unit 2: Activity 2.4 (p 112), 2.5 (p 115), 2.7 (p 121), 2.9 (p 126), 2.11 (p 132-133), 2.15 (p 148), 2.17 (p 154-156); Unit 3: Activity 3.10 (p 223), 3.17 (p 272), 3.18 (pp 277-278); Unit 4: Activity 4.2 (p 240), 4.3 (p 244), 4.4 (p 250-251), 4.5 (p 256), 4.6 (p 260), 4.8 (p 273), 4.10 (p 281), 4.11 (p 285), 4.11 (p 287), 4.13 (p 293)

ELACC8W5	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.)	Unit 1: Activity 1.8, EA 1 (p 49-50), 1.17, EA 2 (p 87-88); Unit 2: EA 1 (p 127-128), Activity 2.17, EA 2 (p 157-158); Unit 3: EA 2 (p 284-286); Unit 4: Activity 4.11; Unit 1: Activity 1.3 (p 10), 1.8 (p 37-38), 1.8 (p 41), 1.9 (p 48), 1.13 (p 65-66), 1.15 (p 75), 1.15 (p 77), 1.17 (p 82), 1.17 (p 84), 1.17 (p 86); Unit 2: Activity 2.2 (p 93), 2.5 (p 115), 2.9 (p 133), 2.11 (p 133), 2.17 (p 154-156); Unit 3: Activity 3.8 (p 207), 3.9 (p 213), 3.10 (p 223); Unit 4: Activity 4.2 (p 240), 4.4 (p 250-251), 4.6 (p 260), 4.8 (p 273), 4.10 (p 281), 4.11 (p 285), 4.11 (p 287), 4.13 (p 293), 4.16 (p 301)
ELACC8W6	Use technology, including the Internet, to produce and publish writing & present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Unit 1: EA 1 (p 49); Unit 2: EA 2 (p 157-158); Unit 3: EA 2 (p 284-286); Unit 4: EA 1 (p 288-289); Unit 3: Activity 3.17 (p 272), 3.18 (p 277-278);
	Research to Build and Present Knowledge	
ELACC8W7	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.	Unit 1: EA 2 (p 87-88); Unit 2: Activity 2.15, 2.16, EA 2 (p 157-158); Unit 3: Activity 3.16, EA 2 (p 284-286); Unit 4: Activity 4.13; Unit 1: Activity 1.13 (p 65); Unit 2: Activity 2.15 (p 144), 2.16, 2.17 (p 153-154); Unit 3: Activity 3.6 (p 192), 3.7 (p 196-197), 3.8 (p 201), 3.8 (p 203-204), 3.16 (p 263-264), 3.19 (p 282); Unit 4: Activity 4.13 (p 292)
ELACC8W8	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.	Unit 1: EA 2 (p 87-88); Unit 2: EA 1 (p 127-128), Activity 2.15, 2.16, EA 2 (p 157-158); Unit 3: Activity 3.18, EA 2 (p 284-286); Unit 1: Activity 1.15 (p 78); Unit 2: Activity 2.13 (p 140), 2.15 (p 144), 2.16 (p 149), 2.17 (p 153-154), 2.17 (p 156); Unit 3: Activity 3.7 (p 196-107), 3.14 (p 248-249), 3.15 (p 258), 3.17 (p 270-271), 3.18 (p 275), 3.18 (p 278)
ELACC8W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	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”).	Unit 1: EA 1 (p 49-50), Activity 1.14, EA 2 (p 87-88); Unit 2: Activity 2.9, EA 1 (p 127-128); Unit 3: Activity 3.11; Unit 4: Activity 4.3, 4.8, 4.11, EA 1 (p 288-289); Unit 1: Activity 1.14 (p 73); Unit 2: Activity 2.3 (p 108), 2.5 (p 114), 2.9 (p 126); Unit 3: Activity 3.5 (p 191), 3.11 (p 232); Unit 4: Activity 4.3 (p 244), 4.4 (p 250-251), 4.6 (p 260), 4.8 (p 273), 4.10 (p 281)
	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”).	Unit 1: Activity 1.14; Unit 2: EA 2 (p 157-158); Unit 3: Activity 3.12; Unit 4: Activity 4.2; Unit 1: Activity 1.14 (p 73); Unit 2: Activity 2.6 (p 116), 2.16 (p 152); Unit 3: Activity 3.5 (p 191), 3.10 (p 223), 3.12 (p 238), 3.15 (p 257-258); Unit 4: Activity 4.2 (p 238), 4.5 (p 256)
	Range of Writing	
ELACC8W10	ELACC8W10: 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.	Unit 1: EA 1 (p 49-50), EA 2 (p 87-88); Unit 2: EA 1 (p 127-128), EA 2 (p 157-158); Unit 3: EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: Activity 4.2; Unit 1: Activity 1.2 (p 5), 1.2 (p 7), 1.3 (p 10), 1.4 (p 12-13), 1.6 (p 26-27), 1.8 (p 37), 1.12 (p 60), 1.13 (p 65-66), 1.14 (p 73), 1.14 (p 77), 1.16 (p 78); Unit 2: Activity 2.2 (p 99), 2.3 (p 100), 2.4 (p 110), 2.4 (p 112), 2.6 (p 116), 2.8 (p 123), 2.9 (p 124), 2.9 (p 126), 2.10 (p 129-130), 2.14 (p 142), 2.15 (p 148), 2.17 (p 156); Unit 3: Activity 3.2 (p 167), 3.3 (p 176), 3.4 (p 180), 3.4 (p 186), 3.5 (p 191), 3.5 (p 202), 3.8 (p 207-208), 3.9 (p 208), 3.11 (p 225), 3.12 (p 238), 3.13 (p 243), 3.14 (p 250), 3.17 (p 272); Unit 4: Activity 4.2 (p 233), 4.2 (p 240), 4.3 (p 242), 4.4 (p 247), 4.4 (p 250-251), 4.7 (p 265-266), 4.9 (p 276), 4.12 (p 291), 4.13 (p 293), 4.14 (p 296), 4.15 (p 298), 4.16 (p 301), 4.17 (p 302), 4.18 (p 308), 4.19 (p 310), 4.20 (p 312)

Eighth Grade Speaking and Listening (SL)		
Standard Number	Standard	Where Taught
Comprehension and Collaboration		
ELACC8SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics and texts</i> , building on others' ideas and expressing their own clearly.	
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Unit 2: Activity 2.6, 2.8, 2.17; Unit 3: Activity 3.2, 3.3, 3.9, 3.11, EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: EA 1 (p 288-289), EA 2 (p 313-314); Unit 1: Activity 1.2 (p 7), 1.8 (p 38); Unit 2: Activity 2.6 (p 117-119), 2.8 (p 123), 2.12 (p 135), 2.17 (p 155); Unit 3: Activity 3.2 (p 167), 3.2 (p 170), 3.3 (p 173-175), 3.3 (p 177), 3.4 (p 185), 3.5 (p 191), 3.6 (p 193), 3.7 (p 196-201), 3.8 (p 207-208), 3.9 (p 210-213), 3.10 (p 215), 3.11 (p 230-232), 3.15 (p 257-258), 3.16 (p 264), 3.17 (p 266); Unit 4: Activity 4.4 (p 247), 4.5 (p 255-256), 4.7 (p 262), 4.9 (p 276), 4.9 (p 278), 4.10 (p 281), 4.14 (p 296), 4.15 (p 298), 4.16 (p 299-300), 4.17 (p 302-304), 4.18 (p 305-307)
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Unit 1: Activity 1.8; Unit 2: Activity 2.6, 2.17; Unit 3: Activity 3.2, 3.3, EA 1 (p 239-241); Unit 4: Activity 4.16, 4.18; Unit 1: Activity 1.8 (p 36-37); Unit 2: Activity 2.6 (p 118-119), 2.12 (p 136); Unit 3: Activity 3.2 (p 165), 3.2 (p 170), 3.3 (p 173-175), 3.4 (p 185-186), 3.9 (p 213), 3.11 (p 231), 3.14 (p 149), 3.15 (p 257), 3.16 (p 264); Unit 4: Activity 4.5 (p 256), 4.8 (p 268), 4.16 (p 299-300), 4.18 (p 305-306)
	c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.	Unit 2: Activity 2.17; Unit 3: EA 1 (p 239-241); Unit 4: EA 1 (p 288-289), EA 2 (p 313-314); Unit 1: Activity 1.8 (p 36-37); Unit 2: Activity 2.6 (p 118-119), 2.12 (p 135); Unit 3: Activity 3.2 (p 165), 3.3 (p 177), 3.4 (p 185-186), 3.5 (p 191), 3.9 (p 213), 3.15 (p 257), 3.16 (p 264); Unit 4: Activity 4.5 (p 256), 4.9 (p 276), 4.17 (p 303), 4.20 (p 312)
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	Unit 2: Activity 2.17; Unit 3: EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: EA 1 (p 288-289), EA 2 (p 313-314); Unit 1: Activity 1.8 (p 36-37); Unit 2: Activity 2.6 (p 118); Unit 3: Activity 3.2 (p 165), 3.3 (p 177), 3.4 (p 185), 3.5 (p 191), 3.16 (p 264); Unit 4: Activity 4.18 (p 305-306), 4.20 (p 312)
ELACC8SL2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Unit 3: Activity 3.14, 3.16, 3.17, EA 2 (p 284-286); Unit 1: Activity 1.4 (p 11); Unit 2: Activity 2.12 (p 136); Unit 3: Activity 3.9 (p 213), 3.14 (p 248-249), 3.15 (p 257), 3.16 (p 259-260), 3.17 (p 271), 3.18 (p 275), 3.19 (p 282); Unit 4: Activity 4.4 (p 246), 4.4 (p 251), 4.9 (p 278)
ELACC8SL3	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.	Unit 2: Activity 2.12; Unit 3: EA 1 (p 239-241), Activity 3.15, EA 2 (p 284-286); Unit 2: Activity 2.12 (p 136); Unit 3: Activity 3.7 (p 201-202), 3.11 (p 232), 3.15 (p 258)
Presentation of Knowledge and Ideas		
ELACC8SL4	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.	Unit 1: Activity 1.2; Unit 2: Activity 2.12; Unit 3: Activity 2.7, EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: Activity 4.20, EA 2 (p 313-314); Unit 1: Activity 1.2 (p 7), 1.11 (p 54); Unit 2: Activity 2.12 (p 136); Unit 3: Activity 3.5 (p 191), 3.7 (p 196-197), 3.7 (p 200-201), 3.8 (p 207),

		3.9 (p 213), 3.11 (p 231-2); Unit 4: Activity 4.18 (p 307), 4.20 (p 312)
ELACC8SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Unit 3: EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: EA 2 (p 313-314); Unit 1: Activity 1.2 (p 5); Unit 3: Activity 3.15 (p 258), 3.18 (p 277); Unit 4: Activity 4.18 (p 307)
ELACC8SL6	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 for specific expectations.)	Unit 3: Activity 3.12, EA 1 (p 239-241), EA 2 (p 284-286); Unit 4: Activity 4.14, 4.16, 4.17, 4.20, EA 2 (p 313-314); Unit 1: Activity 1.2 (p 7), 1.11 (p 54); Unit 2: Activity 2.6 (p 118), 2.8 (p 123), 2.12 (p 136), 2.13 (p 138-139); Unit 3: Activity 3.2 (p 170), 3.5 (p 191), 3.5 (p 201), 3.8 (p 207), 3.9 (p 213), 3.11 (p 231-232), 3.12 (p 235), 3.12 (p 238), 3.15 (p 258), 3.16 (p 264); Unit 4: Activity 4.3 (p 251), 4.4 (p 247), 4.4 (p 251), 4.5 (p 255-256), 4.7 (p 262), 4.9 (p 278), 4.10 (p 281), 4.14 (p 296), 4.15 (p 298), 4.16 (p 299-301), 4.17 (p 304), 4.18 (p 305), 4.18 (p 307-308), 4.20 (p 312)

Eighth Grade Language (L)		
Standard Number	Standard	Where Taught
Conventions of Standard English		
ELACC8L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Unit 4: Activity 4.2 (p 240), EA 1 (p 288-289), 4.4; Unit 3: Activity 3.14 (p 250); Unit 4: Activity 4.2 (p 240), 4.4 (p 251), 4.8 (p 269), 4.9 (p 276) 4.10 (p 281)
	b. Form and use verbs in the active and passive voice.	Unit 2: EA 1 (p 127-128); Unit 3: Activity 3.8, EA 2 (p 284-286); Unit 2: Activity 2.3 (p 108), 2.7 (p 121), 2.9 (p 126), 2.13 (p 140), 2.17 (p 156); Unit 3: Activity 3.8 (p 205-206), 3.10 (p 223)
	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Unit 1: EA 1 (p 49-50); Unit 2: EA 1 (p 127-128); Unit 3: EA 2 (p 284-286); Unit 1: Activity 1.8 (p 40); Unit 3: Activity 3.8 (p 206), 3.10 (p 223), 3.15 (p 258)
	d. Recognize and correct inappropriate shifts in verb voice and mood.*	Unit 1: Activity 1.8 (p 40); Unit 3: Activity 3.8 (p 205-206); Unit 4: Activity 4.6 (p 259)
ELACC8L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Unit 3: Activity 3.10 (p 221), 3.16 (p 261)
	b. Use an ellipsis to indicate an omission.	Unit 2: Activity 2.13 (p 140), Unit 3: Activity 3.10 (p 221);
	c. Spell correctly.	Unit 1: EA 1 (p 49-50), EA2 (p 87-88); Unit 2: EA 1 (p 127-128), EA 2 (p 157-158); Unit 4: EA 1 (p 288-289); Unit 1: Activity 1.8 (p 41)
Knowledge of Language		
ELACC8L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Unit 2: EA 1 (p 127-128); Unit 3: EA 2 (p 284-286); Unit 2: Activity 2.5 (p 114), 2.9 (p 126), 2.13 (p 140), 2.17 (p 156)

	Vocabulary Acquisition and Use	
ELACC8L4	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.	
	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.	Unit 4: Activity 4.14; Unit 2: Activity 2.4 (p 111), 2.6 (p 117), 2.7 (p 120), 2.8(p 123), 2.9 (p 125); Unit 3: Activity 3.6 (p 195); Unit 4: Activity 4.7 (p 262), 4.14 (p 295), 4.15(p 297), 4.16 (p 299-300)
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Unit 1: Activity 1.7 (p 28), 1.9 (p 42), 1.15 (p 75), 1.17 (p 80); Unit 2: Activity 2.3 (p 100), 2.7 (p 121); Unit 3: Activity 3.6 (p 192-193), 3.6 (p 195); Unit 4: Activity 4.4 (p 245)
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Unit 3: Activity 3.6; Unit 4: EA 2 (p 313-314); Unit 1: Activity 1.11 (p 53); Unit 2: Activity 2.2 (p 96); Unit 4: Activity 4.15 (p 297), 4.16 (p 299-300)
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Unit 1: Activity 1.11 (p 53); Unit 2: Activity 2.2 (p 96); Unit 3: Activity 3.2 (p 169), 3.4 (p 184), 3.6 (p 193), 3.6 (p 195), 3.8 (p 208); Unit 4: Activity 4.15 (p 297), 4.16 (p 299-300)
ELACC8L5	ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Unit 4: Activity 4.9, 4.10, 4.11, EA 1 (p 288-289), EA 2 (p 313-314); Unit 1: Activity 1.12 (p 56), 1.14 (p 69); Unit 2: Activity 2.2 (p 95), 2.3 (p 103-104); Unit 3: Activity 3.2 (p 165); Unit 4: Activity 4.5 (p 253), 4.6 (p 259), 4.8 (p 272), 4.9 (p 274), 4.9 (p 276-278), 4.10 (p 280-281), 4.11 (p 282-284), 4.16 (p 299-300)
	b. Use the relationship between particular words to better understand each of the words.	Unit 1: Activity 1.11; Unit 1: Activity 1.11 (p 53), 1.14 (p 70); Unit 2: Activity 2.2 (p 96), 2.2 (p 103); Unit 3: Activity 3.2 (p 170), 3.13 (p 245); Unit 4: Activity 4.2 (p 238-239), 4.6 (p 257)
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	Unit 1: Activity 1.11; Unit 4: Activity 4.2; Unit 1: Activity 1.11 (p 53-54), 1.13 (p 61), 1.14 (p 70); Unit 2: Activity 2.2 (p 96); Unit 3: Activity 3.6 (p 196); Unit 4: Activity 4.2 (p 238-239), 4.6 (p 257)
ELACC8L6	ELACC8L6: 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.	Unit 1: Activity 1.1, 1.4, 1.10, 1.13; Unit 2: Activity 2.1, 2.3, 2.10; Unit 3: Activity 3.1, 3.13; Unit 4: Activity 4.1, 4.2, 4.3, 4.12; Unit 1: Activity 1.1 (p 4), 1.3 (p 8), 1.3 (p10), 1.4 (p 11), 1.5 (p 15), 1.5 (p 18), 1.7 (p 28), 1.8 (p 39), 1.9 (p 42), 1.11 (p 53), 1.12 (p 55), 1.12 (p 60), 1.13 (p 61), 1.14 (p 69), 1.15 (p 74-76), 1.17 (p 80-81), 1.17 (p 83); Unit 2: Activity 2.1 (p 92), 2.2 (p 93), 2.2 (p 99), 2.3 (p 100-102), 2.4 (p 111), 2.5 (p 114), 2.6 (p115-118), 2.6 (p 121), 2.10 (p 129) 2.11 (p 131), 2.12 (p 134), 2.13 (p140), 2.14 (p 141), 2.15 (p 143), 2.15 (p 145), 2.16 (P 149), 2.17 (p 156); Unit 3: Activity 3.1 (p 163), 3.2 (p 165-166), 3.2 (p 169), 3.3 (p 173-176), 3.4 (p 184), 3.5 (p 187), 3.6 (p 192-193), 3.6 (p 195), 3.8 (p 205), 3.8 (p 208), 3.10 (p 219), 3.10 (p 221), 3.12 (p 236), 3.13 (p 243), 3.14 (p 247), 3.14 (p 250), 3.15 (p 253), 3.15 (p 255), 3.15 (p 257), 3.16 (p 259), 3.16 (p 261), 3.18 (p 273), 3.18 (p 275), 3.19(p 273), 3.19 (p 275); Unit 4: Activity 4.2 (p 235-236), 4.2 (p 239-240), 4.3 (p 241), 4.3 (p 243), 4.4 (p 245), 4.4 (p 251), 4.6 (p 258), 4.6 (p 260), 4.7 (p 261), 4.8 (p 267-268), 4.8 (p 270), 4.8 (p 272), 4.9 (p 274-275), 4.9 (p 277), 4.10 (p 279), 4.13(p 294), 4.14

		p 296), 4.15 (p 297)
--	--	----------------------