



**GEORGIA DEPARTMENT OF EDUCATION**

**English Language Arts Standards**

**Aligned to: *Passport Reading Journeys*<sup>™</sup> II – Eighth Grade**

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## English Language Arts Standards

Aligned to: *Passport Reading Journeys*™ II – Eighth Grade

Performance Standards	Content Resources
<b>Reading and Literature</b>	
<b>ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b>	
<b>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</b>	
<p>a. Identifies the differences between the concepts of theme in a literary work and the author's purpose in an expository text.</p>	<p><b>TE:</b>            Author's Purpose: 33, 162, 227, 231, 240, 243, 257, 319, 372, 376, 388, 401, 431, 484, 522, 527, 528, 533, 547, 562, 591, 609, 617, 695, 754, 760, 765            Point of View: 243, 360, 361, 362, 364, 365, 370, 372, 388, 401, 486, 552, 553, 554, 646, 664, 665, 746, 760, 765, 774, 779, 781</p> <p><b>SOLO</b>            Expeditions: 4-15</p> <p><b>SOLO</b>            Expeditions 1-15  <b>SOLO</b> (Strategic Online Learning Opportunities) is a Web-based interactive, independent learning component that enables students to apply reading skills Taught in Passport Reading Journeys. Following the whole-group explicit, systematic instruction, students will complete <b>SOLO</b> sessions. Students complete the first half of the technology skill path, which includes preview and vocabulary. Students identify the main idea, summarize, and complete a cumulative review during the second half of the technology skill path. Students participate in two <b>SOLO</b> sessions per Expedition, 1-15.</p>
<p>b. Compares and contrasts genre characteristics from two or more selections of literature.</p>	<p><b>TE:</b>            Compare/ Contrast: 77, 105, 144f, 226, 247c, 306, 307, 311, 316, 317, 323, 330, 331, 337, 344, 345, 349, 353a, 353b, 409b, 516c, 521, 522, 523, 524, 527, 528, 533, 547, 560, 569a, 569b, 718, 740, 774, 776, 779, 796a            Compare/ Contrast across text: 401, 661, 677, 718, 724, 747, 755, 759, 765, 766, 768, 773</p> <p><b>SOLO</b>            Expeditions: 6, 7, 9, 11, 14, 15</p>

<p>c. Analyzes a character’s traits, emotions, or motivations and gives supporting evidence from the text(s).</p>	<p><b>TE:</b> Character: 6, 10, 11, 15, 27, 28, 29, 30, 33, 38, 39, 46a, 160, 161, 162, 164, 211, 212, 213, 462, 588, 590, 594, 595, 615, 622, 631, 632, 633, 637, 644, 650, 658, 659, 665, 666, 667, 671, 672, 677, 681a, 688, 749, 754</p> <p><b>SOLO</b> Expeditions 1, 4, 5, 12, 13</p>
<p>d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p>	<p><b>TE:</b> Compare/ Contrast: 77, 105, 144f, 226, 247c, 306, 307, 311, 316, 317, 323, 330, 331, 337, 344, 345, 349, 353a, 353b, 409b, 516c, 521, 522, 523, 524, 527, 528, 533, 547, 560, 569a, 569b, 718, 740, 774, 776, 779, 796a Compare/ Contrast across text: 401, 661, 677, 718, 724, 747, 755, 759, 765, 766, 768, 773 Historical Text: 49, 50, 55, 56, 60, 61, 65, 66, 72, 73, 79, 80, 84, 85, 90, 91, 99, 100, 106, 107, 117, 118, 222, 223, 228, 229, 235, 236, 241, 242, 564, 565, 608, 609, 685, 686, 691, 692, 729, 730</p> <p><b>SOLO</b> Expeditions: 2-15</p>
<p>e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.</p>	<p><b>TE:</b> Elements of Fiction: 10, 11, 15, 27, 28, 29, 30, 33, 39, 46a, 160, 211, 212, 213, 590, 630, 631, 633, 644, 646, 659, 660, 661, 665, 672, 673, 674, 681a, 688, 744, 754, 755</p> <p><b>SOLO</b> Expeditions 1, 4, 5, 12, 13</p>
<p>f. Evaluates the structural elements of the plot (e.g., subplots, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.</p>	<p><b>TE:</b> Plot: 10, 11, 15, 27, 28, 29, 30, 33, 39, 46a, 160, 211, 212, 213, 590, 630, 631, 633, 644, 646, 659, 660, 661, 665, 672, 673, 674, 681a, 688</p> <p><b>SOLO</b> Expeditions 1, 4, 5, 12, 13</p>
<p>g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter) ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).</p>	<p><b>TE:</b> Figurative Language: 588, 589, 595, 596, 597, 603, 604, 616, 618, 622, 660, 708, 709, 736, 747, 752, 762, 765, 789 Symbolism: 595, 597, 762, 763, 768</p> <p><b>SOLO</b> Expeditions: 12, 13, 14, 15</p>

<p>h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text.</p>	<p><b>TE:</b>  Author's Purpose: 33, 162, 227, 231, 240, 243, 257, 319, 372, 376, 388, 401, 431, 484, 522, 527, 528, 533, 547, 562, 591, 609, 617, 695, 754, 760, 765  Point of View: 243, 360, 361, 362, 364, 365, 370, 372, 388, 401, 486, 552, 553, 554, 646, 664, 665, 746, 760, 765, 774, 779, 781</p> <p><b>SOLO</b>  Expeditions: 4-15</p>
<p><b>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</b></p>	
<p>a. Analyzes and evaluates common textual features to obtain information (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p>	<p><b>TE:</b>  Conclusions: 160, 161, 164, 165, 166, 193a, 217, 238, 317, 346, 759, 760</p> <p><b>SOLO</b>  Expeditions: 4, 5, 7, 15</p>
<p>b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast)</p>	<p><b>TE:</b>  Sequential order: 39, 40, 43, 160, 254, 261, 266, 267, 268, 273, 281, 293, 294, 297, 300a, 300b, 521, 560, 562, 569a, 569b, 796a  Cause/ Effect: 415, 416, 417, 421, 422, 428, 429, 430, 435, 436, 443, 444, 448, 449, 454, 455, 456, 459, 463a, 463b, 482, 488, 521, 534, 536, 569a, 796a  Graphic Organizers: 6, 17, 18, 46a, 50, 52, 53, 58, 67, 68, 75, 77, 95a, 95b, 120, 130, 141, 144c, 153, 157, 184, 189, 198, 199, 206, 217, 225, 227, 229, 230, 261, 272, 273, 300h, 306, 311, 312, 317, 323, 330, 336, 353a, 376, 377, 378, 392, 393, 394, 401, 402, 409a, 409c, 421, 428, 434, 436, 443, 445, 449, 455, 456, 457, 463a, 463c, 463g, 470, 482, 488, 489, 490, 501, 508, 509, 516c, 516f, 516g, 522, 524, 528, 529, 534, 540, 542, 553, 555, 569c, 569g, 569h, 576, 582, 595, 606, 610, 611, 617, 618, 626b, 626c, 626f, 637, 666, 667, 681a, 681c, 681f, 681g, 718, 725, 733, 740b, 740c, 746, 748, 749, 755, 796c</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
<p>c. Recognizes and traces the development of an author’s argument, point of view, or perspective in text.</p>	<p><b>TE:</b>  Author's Purpose: 33, 162, 227, 231, 240, 243, 257, 319, 372, 376, 388, 401, 431, 484, 522, 527, 528, 533, 547, 562, 591, 609, 617, 695, 754, 760, 765  Point of View: 243, 360, 361, 362, 364, 365, 370, 372, 388, 401, 486, 552, 553, 554, 646, 664, 665, 746, 760, 765, 774, 779, 781</p> <p><b>SOLO</b>  Expeditions: 4-15</p>

d. Understands and explains the use of a complex mechanical device by following technical directions.	<b>TE:</b> Multi-step instructions: 254, 268, 269, 273, 274, 281, 282, 283, 286, 287, 288, 293, 297, 560  <b>SOLO</b> Expeditions: 6
e. Uses information from a variety of consumer, workplace, and public documents	Refer to the <i>Passport Reading Journeys Library</i> and Student Anthology and Online books.

**ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.**

a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.	<b>TE:</b> Context: 9, 56, 61, 62, 67, 68, 73, 80, 81, 91, 92, 95a, 101, 107, 121, 131, 144, 144a, 168, 193, 201, 216, 220, 225, 247, 260, 276, 300, 326, 330, 353, 380, 409, 434, 438, 463, 487, 491, 509, 516, 521, 533, 543, 546, 552, 559, 569, 574, 587, 599, 603, 615, 616, 618, 626, 654, 671, 681, 708, 713, 717, 740, 746, 748, 765, 770, 773, 787, 796  <b>SOLO</b> Expeditions: 1-15
b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.	<b>TE:</b> Context: 9, 56, 61, 62, 67, 68, 73, 80, 81, 91, 92, 95a, 101, 107, 121, 131, 144, 144a, 168, 193, 201, 216, 220, 225, 247, 260, 276, 300, 326, 330, 353, 380, 409, 434, 438, 463, 487, 491, 509, 516, 521, 533, 543, 546, 552, 559, 569, 574, 587, 599, 603, 615, 616, 618, 626, 654, 671, 681, 708, 713, 717, 740, 746, 748, 765, 770, 773, 787, 796 Content: 5, 16, 28, 39, 52, 62, 74, 86, 100, 112, 124, 136, 149, 160, 172, 182, 199, 211, 224, 236, 253, 266, 280, 292, 305, 316, 329, 344, 359, 370, 384, 400, 415, 427, 442, 453, 469, 481, 494, 506, 520, 533, 546, 559, 574, 587, 603, 631, 643, 658, 671, 687, 700, 717, 731, 746, 759, 773, 787  <b>SOLO</b> Expeditions: 1-15
c. Demonstrates an initial understanding of the history of the English Language.	<b>TE:</b> Roots: 101, 141, 149, 182, 267, 293, 297, 343, 344, 349, 384, 400, 405, 441, 442, 448, 454, 459, 469, 475, 506, 512, 700, 787

**ELA8R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.**

a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	<b>TE:</b> Context: 9, 56, 61, 62, 67, 68, 73, 80, 81, 91, 92, 95a, 101, 107, 121, 131, 144, 144a, 168, 193, 201, 216, 220, 225, 247, 260, 276, 300, 326, 330, 353, 380, 409, 434, 438, 463, 487, 491, 509, 516, 521, 533, 543, 546, 552, 559, 569, 574, 587, 599, 603, 615, 616, 618, 626, 654, 671, 681, 708, 713, 717, 740, 746, 748, 765, 770, 773, 787, 796  <b>SOLO</b> Expeditions: 1-15
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<p>b. Uses self-correction when subsequent reading indicates an earlier miscue (self monitoring and self-correcting strategies).</p>	<p><b>TE:</b> Reading for Understanding: (During Reading) 6, 10, 16, 21, 29, 33, 40, 52, 57, 62, 67, 76, 81, 887, 91, 103, 108, 114, 119, 125, 130, 137, 150, 156, 161, 165, 173, 178, 183, 189, 200, 205, 211, 216, 225, 230, 243, 255, 261, 269, 273, 282, 287, 294, 307, 311, 323, 331, 337, 345, 360, 365, 372, 377, 386, 394, 401, 417, 421, 429, 435...</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>c. Reads with a rhythm, flow, and meter that sound like everyday speech (prosody).</p>	<p><b>Word Study Guide:</b> Independent Reading: 5, 9, 13, 17, 20, 25, 29, 33, 37, 40, 45, 49, 53, 57, 65, 69, 73, 77, 80, 85, 89, 93, 97, 100, 105, 109, 113, 117, 120 Fluency: 2, 6, 10, 14, 19, 22, 26, 30, 34, 39, 42, 46, 50, 54, 59, 62, 66, 70, 74, 79, 82, 86, 90, 94, 99, 102, 106, 110, 114, 119</p> <p><b>TE:</b> Fluency: 10, 12, 21, 23, 33, 35, 57, 58, 67, 69, 81, 82, 91, 105, 109, 119, 120, 131, 133, 144, 156, 157, 167, 178, 179, 205, 207, 217, 219, 230, 233, 243, 261, 263, 275, 282, 289, 294, 311, 313, 325, 331, 340, 345, 365, 367, 373, 379, 386, 396, 401, 422, 423, 437, 450, 455, 476, 478, 490, 502, 507, 523, 530, 542, 548, 556, 561, 576, 584, 589, 598, 612, 632, 640, 653, 668, 696, 702, 709, 712, 727, 756, 762, 769, 775, 783</p> <p><b>SOLO</b> Expeditions: 1-15</p>

**ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them.**

<p>a. Identifies a variety of Georgia authors both male and female.</p>	<p><i>This standard is not addressed at this level.</i></p>
<p>b. Identifies authors' connections to Georgia through a variety of materials including electronic media.</p>	<p><i>This standard is not addressed at this level.</i></p>
<p>c. Identifies award winning Georgia authors.</p>	<p><i>This standard is not addressed at this level.</i></p>
<p>d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.</p>	<p><i>This standard is not addressed at this level.</i></p>
<p>e. Relates literary works created by Georgia authors to historical settings and or events.</p>	<p><i>This standard is not addressed at this level.</i></p>

f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.	<i>This standard is not addressed at this level.</i>
g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.	<i>This standard is not addressed at this level.</i>
<b>Reading Across the Curriculum</b>	
<b>ELA8RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.</b>	
	<p><b>TE:</b> Refer to the <i>Passport Reading Journeys™</i> Library and Student Anthology and Online books. Self-Selected Reading: 12, 23, 35, 58, 69, 82, 109, 120, 133, 157, 167, 179, 207, 219, 233, 263, 275, 289, 313, 325, 340, 367, 379, 396, 423, 437, 450, 478, 490, 502, 530, 542, 556, 584, 598, 612, 640, 653, 668, 696, 712, 727, 756, 769, 783</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<b>ELA8RC2 The student participates in discussions related to curricular learning in all subject areas.</b>	
a. Identifies messages and themes from books in all subject areas.	<p><b>TE:</b> Reading for Understanding: (During Reading) 6, 10, 16, 21, 29, 33, 40, 52, 57, 62, 67, 76, 81, 887, 91, 103, 108, 114, 119, 125, 130, 137, 150, 156, 161, 165, 173, 178, 183, 189, 200, 205, 211, 216, 225, 230, 243, 255, 261, 269, 273, 282, 287, 294, 307, 311, 323, 331, 337, 345, 360, 365, 372, 377, 386, 394, 401, 417, 421, 429, 435...</p> <p><b>SOLO</b> Expeditions: 1-15</p>
b. Responds to a variety of texts in multiple modes of discourse.	<p><b>TE:</b> Reading for Understanding: (During Reading) 6, 10, 16, 21, 29, 33, 40, 52, 57, 62, 67, 76, 81, 887, 91, 103, 108, 114, 119, 125, 130, 137, 150, 156, 161, 165, 173, 178, 183, 189, 200, 205, 211, 216, 225, 230, 243, 255, 261, 269, 273, 282, 287, 294, 307, 311, 323, 331, 337, 345, 360, 365, 372, 377, 386, 394, 401, 417, 421, 429, 435...</p> <p>Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b> Expeditions: 1-15</p>
c. Relates messages and themes from one subject area to those in another area.	Compare/ Contrast across text: 401, 661, 677, 718, 724, 747, 755, 759, 765, 766, 768, 773

<p>d. Evaluates the merits of texts in every subject discipline.</p>	<p><b>TE:</b> Comprehension (question to clarify): 7, 11, 17, 22, 30, 34, 41, 46a, 46b, 53, 57, 64, 68, 77, 81, 88, 95a, 95b, 104, 109, 115, 119, 127, 131, 138, 144a, 144b, 152, 156, 162, 166, 174, 179, 185, 193a, 193b, 202, 206, 213, 217, 226, 227, 231, 238, 247a, 247b, 253, 262, 270, 283, 295, 300a, 300b, 308, 312, 318, 324, 332, 338, 347, 353a, 353b, 362, 366, 374, 378, 387, 402, 409a, 409b, 418, 430, 431, 436, 445, 449, 457, 463a, 463b, 471, 484, 489, 497, 516a, 516b, 524, 536, 541, 549, 554, 555, 562, 569a, 569b, 577, 590, 597, 606, 626a, 626b, 633, 638, 639, 646, 652, 661, 667, 681a, 681b, 690, 695, 703, 711, 720, 725, 733, 740a, 740b, 749, 755, 762, 763, 768, 776, 781, 791, 796a, 796b</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>e. Examines the author's purpose in writing.</p>	<p><b>TE:</b> Author's Purpose: 33, 162, 227, 231, 240, 243, 257, 319, 372, 376, 388, 401, 431, 484, 522, 527, 528, 533, 547, 562, 591, 609, 617, 695, 754, 760, 765</p> <p><b>SOLO</b> Expeditions: 4-15</p>
<p>f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).</p>	<p><b>TE:</b> Charts/ Graphs: 86, 724 Illustrations/Photographs: 51, 57, 62, 69, 75, 86, 100, 124, 136, 148, 150, 171, 198, 210, 223, 266, 279, 316, 370, 415, 453, 505, 534, 547, 560 Maps: 223, 225</p>
<p><b>ELA8RC3 The student acquires new vocabulary in each content area and uses it correctly.</b></p>	
<p>a. Demonstrates an understanding of contextual vocabulary in various subjects.</p>	<p><b>TE:</b> Context: 9, 56, 61, 62, 67, 68, 73, 80, 81, 91, 92, 95a, 101, 107, 121, 131, 144, 144a, 168, 193, 201, 216, 220, 225, 247, 260, 276, 300, 326, 330, 353, 380, 409, 434, 438, 463, 487, 491, 509, 516, 521, 533, 543, 546, 552, 559, 569, 574, 587, 599, 603, 615, 616, 618, 626, 654, 671, 681, 708, 713, 717, 740, 746, 748, 765, 770, 773, 787, 796</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>b. Uses content vocabulary in writing and speaking.</p>	<p><b>TE:</b> Content: 5, 16, 28, 39, 52, 62, 74, 86, 100, 112, 124, 136, 149, 160, 172, 182, 199, 211, 224, 236, 253, 266, 280, 292, 305, 316, 329, 344, 359, 370, 384, 400, 415, 427, 442, 453, 469, 481, 494, 506, 520, 533, 546, 559, 574, 587, 603, 631, 643, 658, 671, 687, 700, 717, 731, 746, 759, 773, 787</p> <p><b>SOLO</b> Expeditions: 1-15</p>

<p>c. Explores understanding of new words found in subject area texts.</p>	<p><b>TE:</b>  Vocabulary in multiple subject areas: 4, 5, 9, 15, 16, 20, 28, 32, 38, 39, 43, 46, 46c, 51, 52, 56, 61, 62, 66, 73, 74, 80, 85, 86, 91, 95c, 100, 101, 107, 108, 112, 124, 125, 129, 136, 140, 144c, 148, 149, 155, 160, 164, 171, 172, 177, 182, 188, 193c, 199, 204, 210, 211, 215, 223, 224, 229, 236, 242, 247c, 252, 253, 259, 260, 266, 272, 273, 279, 280, 286, 292, 283, 300c, 304, 305, 310, 316, 322, 329, 330, 335, 343, 344, 353c, 358, 359, 364, 370, 371, 376, 384, 392, 399, 400, 409c, 414, 415, 420, 426, 427, 433, 434, 441, 442, 447, 453, 463c, 469, 474, 475, 481, 486, 487, 494, 499, 505, 506, 516c, 520, 521, 524, 527, 533, 536, 537, 546, 549, 551, 552, 559, 563, 569c, 574, 575, 578, 580, 581, 587, 588, 591, 594, 595, 603, 607, 609, 615, 626c, 631, 635, 636, 643, 649, 650, 658, 664, 671, 672, 681c, 687, 692, 693, 700, 707, 708, 717, 718, 722, 723, 730, 731, 740c, 745, 746, 752, 759, 765, 773, 774, 779, 782, 787, 796c</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
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**ELA8RC4 The student establishes a context for information acquired by reading across subject areas.**

<p>a. Explores life experiences related to subject area content.</p>	<p><b>TE:</b>  Connections to self: 5, 6, 7, 9, 11, 20, 24, 27, 38, 41, 43, 46a, 46b, 58, 88, 152, 162, 175, 185, 206, 217, 218, 238, 252, 270, 283, 308, 324, 347, 362, 374, 387, 402, 418, 431, 445, 457, 497, 509, 536, 532, 606, 630, 661, 675, 695, 720, 725, 749, 763, 789</p> <p><b>SOLO</b>  Expeditions: 1-11, 15</p>
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<p>b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</p>	<p><b>TE:</b>  Vocabulary in multiple subject areas: 4, 5, 9, 15, 16, 20, 28, 32, 38, 39, 43, 46, 46c, 51, 52, 56, 61, 62, 66, 73, 74, 80, 85, 86, 91, 95c, 100, 101, 107, 108, 112, 124, 125, 129, 136, 140, 144c, 148, 149, 155, 160, 164, 171, 172, 177, 182, 188, 193c, 199, 204, 210, 211, 215, 223, 224, 229, 236, 242, 247c, 252, 253, 259, 260, 266, 272, 273, 279, 280, 286, 292, 283, 300c, 304, 305, 310, 316, 322, 329, 330, 335, 343, 344, 353c, 358, 359, 364, 370, 371, 376, 384, 392, 399, 400, 409c, 414, 415, 420, 426, 427, 433, 434, 441, 442, 447, 453, 463c, 469, 474, 475, 481, 486, 487, 494, 499, 505, 506, 516c, 520, 521, 524, 527, 533, 536, 537, 546, 549, 551, 552, 559, 563, 569c, 574, 575, 578, 580, 581, 587, 588, 591, 594, 595, 603, 607, 609, 615, 626c, 631, 635, 636, 643, 649, 650, 658, 664, 671, 672, 681c, 687, 692, 693, 700, 707, 708, 717, 718, 722, 723, 730, 731, 740c, 745, 746, 752, 759, 765, 773, 774, 779, 782, 787, 796c</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
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<p>c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</p>	<p><b>TE:</b>  Context: 9, 56, 61, 62, 67, 68, 73, 80, 81, 91, 92, 95a, 101, 107, 121, 131, 144, 144a, 168, 193, 201, 216, 220, 225, 247, 260, 276, 300, 326, 330, 353, 380, 409, 434, 438, 463, 487, 491, 509, 516, 521, 533, 543, 546, 552, 559, 569, 574, 587, 599, 603, 615, 616, 618, 626, 654, 671, 681, 708, 713, 717, 740, 746, 748, 765, 770, 773, 787, 796  Content: 5, 16, 28, 39, 52, 62, 74, 86, 100, 112, 124, 136, 149, 160, 172, 182, 199, 211, 224, 236, 253, 266, 280, 292, 305, 316, 329, 344, 359, 370, 384, 400, 415, 427, 442, 453, 469, 481, 494, 506, 520, 533, 546, 559, 574, 587, 603, 631, 643, 658, 671, 687, 700, 717, 731, 746, 759, 773, 787</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
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**Writing**

**ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.**

<p>a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p>	<p><b>TE:</b>  Ideas and Elaboration: 46d, 46e, 46f, 46g, 95f, 247h, 300h, 353i, 409h, 463, 516g, 569g, 569h, 626d, 626h, 681h  Graphic Organizers in writing: 46g, 95f, 247g, 300f, 353i, 463g, 516f, 516g, 569f, 569g, 569h, 626f, 681f, 681g, 796e  Planning to Write: 300f, 463f, 463g, 516e, 516f, 569f, 569g, 569h, 626f, 681f, 740g, 740h</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
<p>b. Writes texts of a length appropriate to address the topic or tell the story.</p>	<p><b>TE:</b>  Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p>
<p>c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p><b>TE:</b>  Sequential Order: 144d, 144e, 144f, 144g  Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i</p>
<p>d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).</p>	<p><b>TE:</b>  Sequential Order: 144d, 144e, 144f, 144g</p>
<p>e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>TE:</b>  Descriptions: 626d, 626e, 626f, 626g, 626h, 626i</p>

**ELA8W2 The student demonstrates competence in a variety of genres.**

<p><b>The student produces a narrative (fictional, personal, experiential) that:</b></p>	
<p>a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i</p> <p><b>SOLO</b> Expeditions: 13</p>
<p>b. Creates an organizing structure appropriate to purpose, audience, and context.</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i</p> <p><b>SOLO</b> Expeditions: 13</p>
<p>c. Relates a clear, coherent incident, event, or situation by using well-chosen details.</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i</p> <p><b>SOLO</b> Expeditions: 13</p>
<p>d. Reveals the significance of the writer’s attitude about the subject.</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i</p> <p><b>SOLO</b> Expeditions: 13</p>
<p>e. Develops complex major and minor characters using standard methods of characterization.</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i</p> <p><b>SOLO</b> Expeditions: 13</p>
<p>f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i Word Choice: 95d, 95e, 95f</p> <p><b>SOLO</b> Expeditions: 2, 13</p>
<p>g. Excludes extraneous and inappropriate information.</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i</p> <p><b>SOLO</b> Expeditions: 13</p>

<p>h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i Descriptions: 626d, 626e, 626f, 626g, 626h, 626i</p> <p><b>SOLO</b> Expeditions: 12, 13</p>
<p>i. Provides a sense of closure appropriate to the writing.</p>	<p><b>TE:</b> Narrative: 681d, 681e, 681f, 681g, 681h, 681i Descriptions: 626d, 626e, 626f, 626g, 626h, 626i</p> <p><b>SOLO</b> Expeditions: 12, 13</p>
<p><b>The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:</b></p>	
<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p>	<p><b>TE:</b> Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i Persuasion: 409d, 409e, 409f, 409g, 409h, 409i Problem/Solution: 516d, 516e, 516f, 516g, 516h Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b> Expeditions: 7, 8, 10, 11</p>
<p>b. Develops a controlling idea that conveys a perspective on the subject.</p>	<p><b>TE:</b> Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i Persuasion: 409d, 409e, 409f, 409g, 409h, 409i Problem/Solution: 516d, 516e, 516f, 516g, 516h Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b> Expeditions: 7, 8, 10, 11</p>
<p>c. Creates an organizing structure appropriate to purpose, audience, and context.</p>	<p><b>TE:</b> Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i Persuasion: 409d, 409e, 409f, 409g, 409h, 409i Problem/Solution: 516d, 516e, 516f, 516g, 516h Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b> Expeditions: 7, 8, 10, 11</p>

<p>d. Develops the topic with supporting details.</p>	<p><b>TE:</b>  Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i  Persuasion: 409d, 409e, 409f, 409g, 409h, 409i  Problem/Solution: 516d, 516e, 516f, 516g, 516h  Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>  Expeditions: 7, 8, 10, 11</p>
<p>e. Excludes extraneous and inappropriate information.</p>	<p><b>TE:</b>  Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i  Persuasion: 409d, 409e, 409f, 409g, 409h, 409i  Problem/Solution: 516d, 516e, 516f, 516g, 516h  Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>  Expeditions: 7, 8, 10, 11</p>
<p>f. Follows an organizational pattern appropriate to the type of composition.</p>	<p><b>TE:</b>  Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i  Persuasion: 409d, 409e, 409f, 409g, 409h, 409i  Problem/Solution: 516d, 516e, 516f, 516g, 516h  Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>  Expeditions: 7, 8, 10, 11</p>
<p>g. Concludes with a detailed summary linked to the purpose of the composition.</p>	<p><b>TE:</b>  Compare/Contrast: 353d, 353e, 353f, 353g, 353h, 353i  Persuasion: 409d, 409e, 409f, 409g, 409h, 409i  Problem/Solution: 516d, 516e, 516f, 516g, 516h  Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>  Expeditions: 7, 8, 10, 11</p>
<p><b>The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:</b></p>	
<p>a. Creates or follows an organizing structure appropriate to purpose, audience, and context.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>

<p>b. Excludes extraneous and inappropriate information.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>c. Follows an organizational pattern appropriate to the type of composition.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>d. Applies rules of Standard English.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p><b>The student produces a response to literature that:</b></p>	
<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p>	<p><b>TE:</b>  Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
<p>b. Demonstrates an understanding of the literary work.</p>	<p><b>TE:</b>  Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b>  Expeditions: 1-15</p>
<p>c. Supports a judgment through references to the text and personal knowledge.</p>	<p><b>TE:</b>  Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b>  Expeditions: 1-15</p>

<p>d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.</p>	<p><b>TE:</b> Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>e. Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.</p>	<p><b>TE:</b> Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>f. Produces a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing).</p>	<p><b>TE:</b> Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>g. Anticipates and answers a reader's questions.</p>	<p><b>TE:</b> Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p>h. Provides a sense of closure to the writing.</p>	<p><b>TE:</b> Reading Response: 11, 22, 34, 58, 68, 81, 109, 120, 132, 157, 167, 179, 206, 218, 233, 263, 274, 288, 312, 324, 339, 366, 378, 395, 422, 436, 449, 476, 490, 501, 542, 555, 583, 597, 611, 639, 652, 667, 696, 711, 726, 756, 768, 782</p> <p><b>SOLO</b> Expeditions: 1-15</p>
<p><b>The student produces a multi-paragraph persuasive essay that:</b></p>	
<p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</p>	<p><b>TE:</b> Persuasion: 409d, 409e, 409f, 409g, 409h, 409i Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b> Expedition: 8, 11</p>

<p>b. States a clear position or perspective in support of a proposition or proposal.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p>c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p>d. Includes appropriate relevant information and arguments.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p>e. Excludes information and arguments that are irrelevant.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p>f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p>g. Supports arguments with detailed evidence, citing sources of information as appropriate.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p>h. Anticipates and addresses reader concerns and counter-arguments.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>

<p>i. Provides a sense of closure to the writing.</p>	<p><b>TE:</b>          Persuasion: 409d, 409e, 409f, 409g, 409h, 409i          Multi-paragraph Essays: 569d, 569e, 569f, 569g, 569h, 569i, 569j, 796d</p> <p><b>SOLO</b>          Expedition: 8, 11</p>
<p><b>The student produces a piece of writing drawn from research that:</b></p>	
<p>a. Poses relevant and tightly drawn questions about the topic.</p>	<p><b>TE:</b>          Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b>          Expedition: 14, 15</p>
<p>b. Engages the reader by establishing a context.</p>	<p><b>TE:</b>          Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b>          Expedition: 14, 15</p>
<p>c. Conveys clear and accurate perspectives on the subject.</p>	<p><b>TE:</b>          Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b>          Expedition: 14, 15</p>
<p>d. States a thesis.</p>	<p><b>TE:</b>          Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b>          Expedition: 14, 15</p>
<p>e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.</p>	<p><b>TE:</b>          Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b>          Expedition: 14, 15</p>
<p>f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.</p>	<p><b>TE:</b>          Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g          30, 64, 127, 143, 152, 239, 270, 332, 388, 445, 484, 536, 740d, 740e</p> <p><b>SOLO</b>          Expedition: 14, 15</p>

g. Organizes and displays information on charts, maps, and graphs.	<p><b>TE:</b> Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b> Expedition: 14, 15</p>
h. Provides a sense of closure to the writing.	<p><b>TE:</b> Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b> Expedition: 14, 15</p>
i. Documents resources (bibliography, footnotes, endnotes, etc.).	<p><b>TE:</b> 740h, 796g</p>

**ELA8W3 The student uses research and technology to support writing.**

a. Plans and conducts multiple-step information searches by using computer networks and modems.	<p><b>TE:</b> Writing and Technology: 46g, 95f, 193f, 247g, 300g, 409f, 516f, 626g, 740h, 796g Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b> Expedition: 14, 15</p>
b. Achieves an effective balance between researched information and original ideas.	<p><b>TE:</b> Research: 740d, 740e, 740f, 740g, 740h, 796d, 796e, 796f, 796g</p> <p><b>SOLO</b> Expedition: 14, 15</p>
c. Avoids plagiarism.	<p><b>TE:</b> 740h, 796g</p>

**ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing.**

a. Plans and drafts independently and resourcefully.	<p><b>TE:</b> Revising: 46g, 95f, 144g, 247h, 300g, 353h, 409g, 516f, 626g, 681h, 796g Evaluating: 46e, 46f, 46g, 95e, 95f, 144e, 144f, 144g, 193e, 193f, 193g, 247e, 247f, 247g, 300e, 300g, 353f, 353g, 353h, 409e, 409f, 409g, 463e, 463g, 516e, 569i, 626e, 626f, 626g, 626h, 681f, 681g, 681h, 796e, 796g Editing: 193g, 300g, 353g, 409h, 516f, 569i, 681h, 796g</p> <p><b>SOLO</b> Expedition: 1-15</p>
b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.	<p><b>TE:</b> Revising: 46g, 95f, 144g, 247h, 300g, 353h, 409g, 516f, 626g, 681h, 796g</p> <p><b>SOLO</b> Expedition: 1-15</p>

c. Edits writing to improve word choice, grammar, punctuation, etc.	<b>TE:</b> Editing: 193g, 300g, 353g, 409h, 516f, 569i, 681h, 796g
<b>Conventions</b>	
<b>ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats</b>	
a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.	<b>TE:</b> Conventions: 46g, 193d, 193e, 193f, 193g, 247f, 300i, 409i, 516h, 626i, 681i <b>SOLO</b> Expeditions: 1-14
b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.	<b>TE:</b> Sentence Fluency and Structure: 46g, 144d, 144e, 144f, 193f
c. Revises sentences by correcting misplaced and dangling modifiers.	<b>TE:</b> Conventions: 46g, 193d, 193e, 193f, 193g, 247f, 300i, 409i, 516h, 626i, 681i <b>SOLO</b> Expeditions: 1-14
d. Revises sentences by correcting errors in usage.	<b>TE:</b> Conventions: 46g, 193d, 193e, 193f, 193g, 247f, 300i, 409i, 516h, 626i, 681i <b>SOLO</b> Expeditions: 1-14
e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).	<b>TE:</b> Conventions: 46g, 193d, 193e, 193f, 193g, 247f, 300i, 409i, 516h, 626i, 681i <b>SOLO</b> Expeditions: 1-14
f. Analyzes the structure of a sentence (basic sentence parts, noun-adjective, adverb clauses and phrases).	<b>TE:</b> Conventions: 46g, 193d, 193e, 193f, 193g, 247f, 300i, 409i, 516h, 626i, 681i <b>SOLO</b> Expeditions: 1-14

g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.	<p><b>Word Study Guide:</b> Spelling: 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119</p> <p><b>TE:</b> Spelling: 36, 83, 134, 180, 234, 290, 341, 397, 451, 503, 557, 613, 669, 728, 784</p>
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**Listening/Speaking/Viewing**

**ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.**

a. Initiates new topics in addition to responding to adult-initiated topics.	<p><b>TE:</b> Comprehension (question to clarify): 7, 11, 17, 22, 30, 34, 41, 46a, 46b, 53, 57, 64, 68, 77, 81, 88, 95a, 95b, 104, 109, 115, 119, 127, 131, 138, 144a, 144b, 152, 156, 162, 166, 174, 179, 185, 193a, 193b, 202, 206, 213, 217, 226, 227, 231, 238, 247a, 247b, 253, 262, 270, 283, 295, 300a, 300b, 308, 312, 318, 324, 332, 338, 347, 353a, 353b, 362, 366, 374, 378, 387, 402, 409a, 409b, 418, 430, 431, 436, 445, 449, 457, 463a, 463b, 471, 484, 489, 497, 516a, 516b, 524, 536, 541, 549, 554, 555, 562, 569a, 569b, 577, 590, 597, 606, 626a, 626b, 633, 638, 639, 646, 652, 661, 667, 681a, 681b, 690, 695, 703, 711, 720, 725, 733, 740a, 740b, 749, 755, 762, 763, 768, 776, 781, 791, 796a, 796b</p> <p><b>SOLO</b> Expedition: 1-15</p>
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b. Asks relevant questions.	<p><b>TE:</b> Comprehension (question to clarify): 7, 11, 17, 22, 30, 34, 41, 46a, 46b, 53, 57, 64, 68, 77, 81, 88, 95a, 95b, 104, 109, 115, 119, 127, 131, 138, 144a, 144b, 152, 156, 162, 166, 174, 179, 185, 193a, 193b, 202, 206, 213, 217, 226, 227, 231, 238, 247a, 247b, 253, 262, 270, 283, 295, 300a, 300b, 308, 312, 318, 324, 332, 338, 347, 353a, 353b, 362, 366, 374, 378, 387, 402, 409a, 409b, 418, 430, 431, 436, 445, 449, 457, 463a, 463b, 471, 484, 489, 497, 516a, 516b, 524, 536, 541, 549, 554, 555, 562, 569a, 569b, 577, 590, 597, 606, 626a, 626b, 633, 638, 639, 646, 652, 661, 667, 681a, 681b, 690, 695, 703, 711, 720, 725, 733, 740a, 740b, 749, 755, 762, 763, 768, 776, 781, 791, 796a, 796b</p> <p><b>SOLO</b> Expedition: 1-15</p>
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c. Responds to questions with appropriate information.	<p><b>TE:</b> Comprehension (question to clarify): 7, 11, 17, 22, 30, 34, 41, 46a, 46b, 53, 57, 64, 68, 77, 81, 88, 95a, 95b, 104, 109, 115, 119, 127, 131, 138, 144a, 144b, 152, 156, 162, 166, 174, 179, 185, 193a, 193b, 202, 206, 213, 217, 226, 227, 231, 238, 247a, 247b, 253, 262, 270, 283, 295, 300a, 300b, 308, 312, 318, 324, 332, 338, 347, 353a, 353b, 362, 366, 374, 378, 387, 402, 409a, 409b, 418, 430, 431, 436, 445, 449, 457, 463a, 463b, 471, 484, 489, 497, 516a, 516b, 524, 536, 541, 549, 554, 555, 562, 569a, 569b, 577, 590, 597, 606, 626a, 626b, 633, 638, 639, 646, 652, 661, 667, 681a, 681b, 690, 695, 703, 711, 720, 725, 733, 740a, 740b, 749, 755, 762, 763, 768, 776, 781, 791, 796a, 796b</p> <p><b>SOLO</b> Expedition: 1-15</p>
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<p>d. Confirms understanding by paraphrasing the adult's directions or suggestions.</p>	<p><b>TE:</b> Comprehension (question to clarify): 7, 11, 17, 22, 30, 34, 41, 46a, 46b, 53, 57, 64, 68, 77, 81, 88, 95a, 95b, 104, 109, 115, 119, 127, 131, 138, 144a, 144b, 152, 156, 162, 166, 174, 179, 185, 193a, 193b, 202, 206, 213, 217, 226, 227, 231, 238, 247a, 247b, 253, 262, 270, 283, 295, 300a, 300b, 308, 312, 318, 324, 332, 338, 347, 353a, 353b, 362, 366, 374, 378, 387, 402, 409a, 409b, 418, 430, 431, 436, 445, 449, 457, 463a, 463b, 471, 484, 489, 497, 516a, 516b, 524, 536, 541, 549, 554, 555, 562, 569a, 569b, 577, 590, 597, 606, 626a, 626b, 633, 638, 639, 646, 652, 661, 667, 681a, 681b, 690, 695, 703, 711, 720, 725, 733, 740a, 740b, 749, 755, 762, 763, 768, 776, 781, 791, 796a, 796b</p> <p><b>SOLO</b> Expedition: 1-15</p>
<p>e. Displays appropriate turn-taking behaviors.</p>	<p><b>TE:</b> Comprehension (question to clarify): 7, 11, 17, 22, 30, 34, 41, 46a, 46b, 53, 57, 64, 68, 77, 81, 88, 95a, 95b, 104, 109, 115, 119, 127, 131, 138, 144a, 144b, 152, 156, 162, 166, 174, 179, 185, 193a, 193b, 202, 206, 213, 217, 226, 227, 231, 238, 247a, 247b, 253, 262, 270, 283, 295, 300a, 300b, 308, 312, 318, 324, 332, 338, 347, 353a, 353b, 362, 366, 374, 378, 387, 402, 409a, 409b, 418, 430, 431, 436, 445, 449, 457, 463a, 463b, 471, 484, 489, 497, 516a, 516b, 524, 536, 541, 549, 554, 555, 562, 569a, 569b, 577, 590, 597, 606, 626a, 626b, 633, 638, 639, 646, 652, 661, 667, 681a, 681b, 690, 695, 703, 711, 720, 725, 733, 740a, 740b, 749, 755, 762, 763, 768, 776, 781, 791, 796a, 796b</p> <p>Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 1-15</p>
<p>f. Actively solicits another person's comments or opinions.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736 Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>g. Offers own opinion forcefully without being domineering.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736 Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>h. Responds appropriately to comments and questions.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736 Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>

<p>i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>j. Gives reasons in support of opinions expressed.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>k. Clarifies, illustrates, or expands on a response when asked to do so.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>m. Develops a plan of action or agenda for written and/or verbal follow-up.</p>	<p><b>TE:</b>  Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736  Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b>  Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>

**ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.**

<p><b>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</b></p>	
<p>a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p>	<p><b>TE:</b> Listening and Viewing DVD Lessons: 1, 4, 23, 27, 45, 47, 50, 73, 94, 97, 100, 124, 143, 145, 148, 171, 192, 195, 198, 223, 246, 249, 252, 279, 299, 301, 304, 329, 352, 355, 358, 383, 408, 411, 414, 441, 462, 465, 468, 464, 515, 517, 520, 546, 568, 571, 574, 602, 625, 627, 630, 658, 680, 683, 687, 716, 739, 741, 773, 795</p> <p><b>SOLO</b> Expedition: 1-15</p>
<p>b. Analyzes oral communication by paraphrasing a speaker’s purpose and point of view, and asks relevant questions concerning the speaker’s content, delivery, and purpose.</p>	<p><b>TE:</b> Listening and Viewing DVD Lessons: 1, 4, 23, 27, 45, 47, 50, 73, 94, 97, 100, 124, 143, 145, 148, 171, 192, 195, 198, 223, 246, 249, 252, 279, 299, 301, 304, 329, 352, 355, 358, 383, 408, 411, 414, 441, 462, 465, 468, 464, 515, 517, 520, 546, 568, 571, 574, 602, 625, 627, 630, 658, 680, 683, 687, 716, 739, 741, 773, 795 Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736 Interview: 69, 701, 703, 707, 736</p> <p><b>SOLO</b> Expedition: 1-15</p>
<p><b>When delivering or responding to presentations, the student:</b></p>	
<p>a. Gives oral presentations or dramatic interpretations for various purposes.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>

<p>c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>d. Uses language for dramatic effect.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>e. Uses rubrics as assessment tools.</p>	<p>Refer to Assessment Teacher's Guide</p>
<p>f. Responds to oral communications with questions, challenges, or affirmations.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>
<p>g. Uses multimedia in presentations.</p>	<p><b>TE:</b> Presentations: 88, 92, 131, 162, 240, 244, 288, 299, 449, 462, 515, 562, 591, 622, 646, 677, 695, 736</p> <p><b>SOLO</b> Expedition: 2, 3, 4, 5, 9, 10, 11, 12, 13, 14</p>