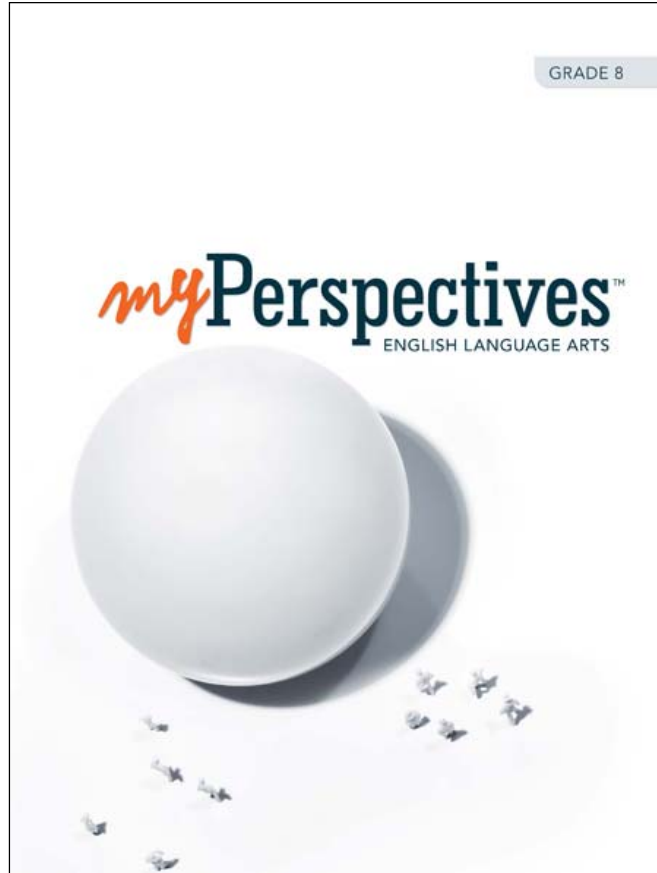


## A Correlation of



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To the

# California English Language Development Standards Grade 8

Correlation to the California English Language Development Standards, Grade 8

Part I. Interacting in Meaningful Ways		
STANDARD CODE	STANDARD	Print and Interactive Teacher's Edition
<b>Part I. A. Collaborative</b>		
<b>1. Exchanging information/ ideas</b>		
PI.8.1.EM	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 26; <i>The Diary Of Anne Frank</i>: 125, 153; <i>Frank Family And World War II Timelines</i>: 199; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 229; <i>Barrington Irving, Pilot, And Educator</i>: 270; <i>Three Cheers For The Nanny State</i>: 290; <i>Flowers for Algernon</i>: 351, 380</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>The Diary Of Anne Frank</i>: 156C; <i>Barrington Irving, Pilot, And Educator</i>: 264C</p>
PI.8.1.EX	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 26; <i>The Diary Of Anne Frank</i>: 125, 153; <i>Frank Family And World War II Timelines</i>: 199; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 229; <i>Barrington Irving, Pilot, And Educator</i>: 270; <i>Three Cheers For The Nanny State</i>: 290; <i>Flowers for Algernon</i>: 351, 380</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>The Diary Of Anne Frank</i>: 156C; <i>Barrington Irving, Pilot, And Educator</i>: 264C</p>
PI.8.1.BR	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 26; <i>The Diary Of Anne Frank</i>: 125, 153; <i>Frank Family And World War II Timelines</i>: 199; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 229; <i>Barrington Irving, Pilot, And Educator</i>: 270; <i>Three Cheers For The Nanny State</i>: 290; <i>Flowers for Algernon</i>: 351, 380</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>The Diary Of Anne Frank</i>: 156C; <i>Barrington Irving, Pilot, And Educator</i>: 264C</p>
<b>2. Interacting via written English</b>		
PI.8.2.EM	Engage in short written exchanges with peers and collaborate on simple written	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 26; <i>The Diary of Anne Frank</i>: 188; <i>Elie Wiesel: Acceptance Speech For The Nobel</i></p>

	texts on familiar topics, using technology when appropriate.	<i>Peace Prize: 228, 229; The Moth Presents: Aleeza Kazmi: 324;</i>  <b>English Language Support:</b> Flowers for Algernon: 350C
PI.8.2.EX	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>The Medicine Bag: 26; The Diary of Anne Frank: 188; Elie Wiesel: Acceptance Speech For The Nobel Peace Prize: 228, 229; The Moth Presents: Aleeza Kazmi: 324</i>  <b>English Language Support:</b> Flowers for Algernon: 350C
PI.8.2.BR	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	<b>Personalize for Learning:</b> <i>The Medicine Bag: 26; The Diary of Anne Frank: 188; Elie Wiesel: Acceptance Speech For The Nobel Peace Prize: 228, 229; The Moth Presents: Aleeza Kazmi: 324</i>  <b>English Language Support:</b> Flowers for Algernon: 350C
<b>3. Supporting opinions and persuading others</b>		
PI.8.3.EM	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i> ) and open responses.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136; Barrington Irving, Pilot, And Educator: 270; Follow The Rabbit-Proof Fence: 321</i>
PI.8.3.EX	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases ( <i>I agree with X, but . . .</i> ) and open responses.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136; Barrington Irving, Pilot, And Educator: 270; Follow The Rabbit-Proof Fence: 321</i>
PI.8.3.BR	Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that's a good point. I still think Y, though, because . . .</i> ) and open responses.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136; Barrington Irving, Pilot, And Educator: 270; Follow The Rabbit-Proof Fence: 321</i>
<b>4. Adapting language choices</b>		
PI.8.4.EM	Adjust language choices according to social setting e.g., classroom, break time) and audience (e.g., peers, teacher).	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 125; To Fly: 475; 25 Years Later, Hubble Sees Beyond Troubled Start: 517</i>
PI.8.4.EX	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 125; To Fly: 473; 25 Years Later, Hubble Sees Beyond Troubled Start: 517</i>
PI.8.4.BR	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 125; To Fly: 473; 25 Years Later, Hubble Sees Beyond Troubled Start: 517</i>
<b>Part I. B. Interpretive</b>		
<b>5. Listening Actively</b>		
PI.8.5.EM	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	<b>Personalize for Learning:</b> <i>The Medicine Bag: 17; The Diary Of Anne Frank: 125, 136; Frank Family And World War II Timelines: 194; Flowers for Algernon: 351, 380, 387;</i>

		<b>English Language Support:</b> <i>The Diary Of Anne Frank</i> : 156C; <i>Barrington Irving, Pilot, And Educator</i> : 264C
PI.8.5.EX	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	<b>Personalize for Learning:</b> <i>The Medicine Bag</i> : 17; <i>The Diary Of Anne Frank</i> : 125, 136 <i>Frank Family And World War II Timelines</i> : 194; <i>Flowers for Algernon</i> : 351, 380, 387  <b>English Language Support:</b> <i>The Diary Of Anne Frank</i> : 156C; <i>Barrington Irving, Pilot, And Educator</i> : 264C
PI.8.5.BR	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	<b>Personalize for Learning:</b> <i>The Medicine Bag</i> : 17; <i>The Diary Of Anne Frank</i> : 125, 136 <i>Frank Family And World War II Timelines</i> : 194; <i>Flowers for Algernon</i> : 351, 380, 387  <b>English Language Support:</b> <i>The Diary Of Anne Frank</i> : 156C; <i>Barrington Irving, Pilot, And Educator</i> : 264C
<b>6. Reading/viewing closely</b>		
PI.8.6.EM	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	<b>Personalize for Learning:</b> <i>Hanging Fire/ Translating Grandfather's House</i> : 63; <i>The Setting Sun And The Rolling World</i> : 67, 73; <i>The Diary Of Anne Frank</i> : 136; <i>Anne Frank: The Diary Of A Young Girl</i> : 220; <i>Three Cheers For The Nanny State</i> : 290; <i>Flowers for Algernon</i> : 387; <i>Uncle Marcos</i> : 458; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 492;  <b>English Language Support:</b> <i>The Medicine Bag</i> : 12C; <i>Hanging Fire/ Translating Grandfather's House</i> : 54C; <i>The Setting Sun And The Rolling World</i> : 66C; <i>The Diary Of Anne Frank</i> : 98C, 156C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i> : 222C; <i>Soda Ban? What About Personal Choice?</i> : 286C; <i>Flowers for Algernon</i> : 350C; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 488C; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 510C
	b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	<b>Personalize for Learning:</b> <i>The Setting Sun And The Rolling World</i> : 67; <i>The Diary Of Anne Frank</i> : 153, 167; <i>Flowers for Algernon</i> : 387; <i>Retort, The People, Yes, Unsuspecting</i> : 420; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 492; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 510  <b>English Language Support:</b> <i>The Medicine Bag</i> : 12C; <i>Hanging Fire/ Translating Grandfather's House</i> : 54c; <i>The Setting Sun And The Rolling World</i> : 66C; <i>The Diary Of Anne Frank</i> : 98C, 156C; <i>Three Cheers For The Nanny State</i> : 276C; <i>Words Do Not Pay</i> : 306C; <i>Flowers for Algernon</i> : 350C; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 510C
	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank</i> : 139, 167; <i>Three Cheers For The Nanny State</i> : 278, 283; <i>The Human Brain</i> : 347; <i>Flowers for Algernon</i> : 387; <i>Retort, The People, Yes, Unsuspecting</i> : 420, 423; <i>Uncle Marcos</i> : 453; <i>To Fly</i> : 468, 472; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 507 ; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 520

		<p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>The Diary Of Anne Frank</i>: 98C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C; <i>Three Cheers For The Nanny State</i>: 276C; <i>Soda Ban? What About Personal Choice?</i>: 286C; <i>Flowers for Algernon</i>: 350C; <i>Blue Nines And Red Words</i>: 400C; <i>Retort, The People, Yes, Unsuspecting</i>: 416C</p>
PI.8.6.EX	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.</p>	<p><b>Personalize for Learning:</b> <i>Hanging Fire/ Translating Grandfather's House</i>: 63; <i>The Setting Sun And The Rolling World</i>: 67, 73; <i>The Diary Of Anne Frank</i>: 136; <i>Anne Frank: The Diary Of A Young Girl</i>: 220; <i>Three Cheers For The Nanny State</i>: 290; <i>Flowers for Algernon</i>: 387; <i>Uncle Marcos</i>: 458; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 492</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Hanging Fire/ Translating Grandfather's House</i>: 54c; <i>The Setting Sun And The Rolling World</i>: 66C; <i>The Diary Of Anne Frank</i>: 98C, 156C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C; <i>Soda Ban? What About Personal Choice?</i>: 286C; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 488C; <i>The Invention of Everything Else</i>: 494C; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 510C</p>
	<p>b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p>	<p><b>Personalize for Learning:</b> <i>The Setting Sun And The Rolling World</i>: 67 <i>The Diary Of Anne Frank</i>: 153, 167; <i>Flowers for Algernon</i>: 387; <i>Retort, The People, Yes, Unsuspecting</i>: 420; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 492; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 510</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Hanging Fire/ Translating Grandfather's House</i>: 54C; <i>The Setting Sun And The Rolling World</i>: 66C; <i>The Diary Of Anne Frank</i>: 98C, 156C; <i>Three Cheers For The Nanny State</i>: 276C; <i>Words Do Not Pay</i>: 306C; <i>The Invention of Everything Else</i>: 494C; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 510C</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Personalize for Learning:</b> <i>The Diary Of Anne Frank</i>: 139, 167; <i>Three Cheers For The Nanny State</i>: 278, 283; <i>The Human Brain</i>: 347; <i>Flowers for Algernon</i>: 387; <i>Retort, The People, Yes, Unsuspecting</i>: 420, 423; <i>Uncle Marcos</i>: 453; <i>To Fly</i>: 468, 472; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 507; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 520</p>

		<p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Hanging Fire/ Translating Grandfather’s House</i>: 54c; <i>The Diary Of Anne Frank</i>: 98C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C; <i>Three Cheers For The Nanny State</i>: 276C; <i>Soda Ban? What About Personal Choice?</i>: 286C; <i>Blue Nines And Red Words</i>: 400C; <i>Retort, The People, Yes, Unsuspecting</i>: 416C</p>
PI.8.6.BR	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p>	<p><b>Personalize for Learning:</b> <i>Hanging Fire/ Translating Grandfather’s House</i>: 63; <i>The Setting Sun And The Rolling World</i>: 67, 73; <i>The Diary Of Anne Frank</i>: 136; <i>Anne Frank: The Diary Of A Young Girl</i>: 220; <i>Three Cheers For The Nanny State</i>: 290; <i>Flowers for Algernon</i>: 387; <i>Uncle Marcos</i>: 458; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 492</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Hanging Fire/ Translating Grandfather’s House</i>: 54c; <i>The Setting Sun And The Rolling World</i>: 66C; <i>The Diary Of Anne Frank</i>: 156C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C; <i>Soda Ban? What About Personal Choice?</i>: 286C; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 488C; <i>The Invention of Everything Else</i>: 494C; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 510C</p>
	<p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p>	<p><b>Personalize for Learning:</b> <i>The Setting Sun And The Rolling World</i>: 67; <i>The Diary Of Anne Frank</i>: 153, 167; <i>Flowers for Algernon</i>: 387; <i>Retort, The People, Yes, Unsuspecting</i>: 420; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 492; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 510</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Hanging Fire/ Translating Grandfather’s House</i>: 54C; <i>The Diary Of Anne Frank</i>: 98C, 156C; <i>Three Cheers For The Nanny State</i>: 276C; <i>Words Do Not Pay</i>: 306C; <i>The Invention of Everything Else</i>: 494C; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 510C</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p><b>Personalize for Learning:</b> <i>The Diary Of Anne Frank</i>: 139, 167; <i>Three Cheers For The Nanny State</i>: 283, 278; <i>The Human Brain</i>: 347; <i>Flowers for Algernon</i>: 387; <i>Retort, The People, Yes, Unsuspecting</i>: 420, 423; <i>Uncle Marcos</i>: 453; <i>To Fly</i>: 468, 472; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 507; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i>: 520</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Hanging Fire/ Translating Grandfather’s House</i>: 54C; <i>The Diary Of Anne Frank</i>: 98C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C; <i>Three Cheers For The Nanny State</i>: 276C; <i>Soda Ban? What About Personal Choice?</i>: 286C; <i>Blue Nines And Red Words</i>: 400C; <i>Retort, The People, Yes, Unsuspecting</i>: 416C</p>

<b>7. Evaluating Language Choices</b>		
PI.8.7.EM	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	<p><b>Personalize for Learning:</b> <i>You Are the Electric Boogaloo/ Just Be Yourself!</i>: 48; <i>The Diary Of Anne Frank</i>: 153, 161; <i>The Diary of Anne Frank</i>: 192; <i>Maus</i>: 232; <i>Soda Ban? What About Personal Choice?</i>: 288; <i>Inspiration Is Overrated!</i>: 442</p> <p><b>English Language Support:</b> <i>Hanging Fire/ Translating Grandfather’s House</i>: 54C; <i>Anne Frank: The Diary Of A Young Girl</i>: 212C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C</p>
PI.8.7.EX	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	<p><b>Personalize for Learning:</b> <i>You Are the Electric Boogaloo/ Just Be Yourself!</i>: 48; <i>The Diary Of Anne Frank</i>: 153, 161; <i>The Diary of Anne Frank</i>: 192; <i>Maus</i>: 232; <i>Soda Ban? What About Personal Choice?</i>: 288; <i>Inspiration Is Overrated!</i>: 442</p> <p><b>English Language Support:</b> <i>Hanging Fire/ Translating Grandfather’s House</i>: 54C; <i>Anne Frank: The Diary Of A Young Girl</i>: 212C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C</p>
PI.8.7.BR	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	<p><b>Personalize for Learning:</b> <i>You Are the Electric Boogaloo/ Just Be Yourself!</i>: 48; <i>The Diary Of Anne Frank</i>: 153, 161; <i>The Diary of Anne Frank</i>: 192; <i>Maus</i>: 232; <i>Soda Ban? What About Personal Choice?</i>: 288; <i>Inspiration Is Overrated!</i>: 442</p> <p><b>English Language Support:</b> <i>Hanging Fire/ Translating Grandfather’s House</i>: 54C; <i>Anne Frank: The Diary Of A Young Girl</i>: 212C; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i>: 222C</p>
<b>8. Analyzing language choices</b>		
PI.8.8.EM	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i> ) produce different effects on the audience.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 14; <i>You Are the Electric Boogaloo/ Just Be Yourself!</i>: 51; <i>Hanging Fire/ Translating Grandfather’s House</i>: 56; <i>Anne Frank: The Diary Of A Young Girl</i>: 215; <i>Flowers for Algernon</i>: 385; <i>To Fly</i>: 464C; <i>Inspiration Is Overrated!</i>: 442</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Barrington Irving, Pilot, And Educator</i>: 264C; <i>Follow The Rabbit-Proof Fence</i>: 314C; <i>The Invention of Everything Else</i>: 494C</p>

PI.8.8.EX	Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i> ) or figurative language (e.g., <i>Let me throw some light onto the topic</i> ) produce shades of meaning and different effects on the audience.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 14; <i>You Are the Electric Boogaloo/ Just Be Yourself!</i>: 51; <i>Hanging Fire/ Translating Grandfather’s House</i>: 56; <i>Anne Frank: The Diary Of A Young Girl</i>: 215; <i>Follow The Rabbit-Proof Fence</i>: 317; <i>Flowers for Algernon</i>: 385; <i>To Fly</i>: 464C; <i>Inspiration Is Overrated!</i>: 442</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Barrington Irving, Pilot, And Educator</i>: 264C; <i>Follow The Rabbit-Proof Fence</i>: 314C; <i>The Invention of Everything Else</i>: 494C</p>
PI.8.8.BR	Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus <i>say</i> ) or figurative language (e.g., <i>Let me throw some light onto the topic</i> ) produce shades of meaning, nuances, and different effects on the audience.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 14; <i>You Are the Electric Boogaloo/ Just Be Yourself!</i>: 51; <i>Hanging Fire/ Translating Grandfather’s House</i>: 56; <i>Anne Frank: The Diary Of A Young Girl</i>: 215; <i>Follow The Rabbit-Proof Fence</i>: 317; <i>Flowers for Algernon</i>: 385; <i>To Fly</i>: 464C; <i>Inspiration Is Overrated!</i>: 442</p> <p><b>English Language Support:</b> <i>The Medicine Bag</i>: 12C; <i>Barrington Irving, Pilot, And Educator</i>: 264C; <i>Follow The Rabbit-Proof Fence</i>: 314C; <i>The Invention of Everything Else</i>: 494C</p>
<b>Part I. C. Productive</b>		
<b>9. Presenting</b>		
PI.8.9.EM	Plan and deliver brief informative oral presentations on concrete topics.	<p><b>Personalize for Learning:</b> <i>The Diary of Anne Frank</i>: 188;</p> <p><b>English Language Support:</b> <i>Retort, The People, Yes, Unsuspecting</i>: 416C</p>
PI.8.9.EX	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	<p><b>Personalize for Learning:</b> <i>The Diary of Anne Frank</i>: 188</p> <p><b>English Language Support:</b> <i>Retort, The People, Yes, Unsuspecting</i>: 416C</p>
PI.8.9.BR	Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	<p><b>Personalize for Learning:</b> <i>The Diary of Anne Frank</i>: 188</p> <p><b>English Language Support:</b> <i>Retort, The People, Yes, Unsuspecting</i>: 416C</p>
<b>10. Writing</b>		
PI.8.10.EM	a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	<p><b>Personalize for Learning:</b> <i>The Medicine Bag</i>: 26; <i>The Diary Of Anne Frank</i>: 188, 192; <i>Three Cheers For The Nanny State</i>: 293; <i>Follow The Rabbit-Proof Fence</i>: 321; <i>To Fly</i>: 473; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 492</p> <p><b>English Language Support:</b> <i>Uncle Marcos</i>: 448C; <i>25 Years Later</i>,</p>



		<i>Hubble Sees Beyond Troubled Start: 510C</i>
	b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205; The Diary Of Anne Frank: 188, 192; Three Cheers For The Nanny State: 285; The Moth Presents: Aleeza Kazmi: 324;</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; Nikola Tesla: The Greatest Inventor of All?: 488C; The Invention of Everything Else: 494C</i>
PI.8.10.EX	a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	<b>Personalize for Learning:</b> <i>The Medicine Bag: 26; The Diary Of Anne Frank: 188, 192; Three Cheers For The Nanny State: 293; Follow The Rabbit-Proof Fence: 321; To Fly: 473; Nikola Tesla: The Greatest Inventor of All?: 492</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; 25 Years Later, Hubble Sees Beyond Troubled Start: 510C</i>
	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205; The Diary Of Anne Frank: 188, 192; Three Cheers For The Nanny State: 285; The Moth Presents: Aleeza Kazmi: 324</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; Nikola Tesla: The Greatest Inventor of All?: 488C; The Invention of Everything Else: 494C;</i>
PI.8.10.BR	a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	<b>Personalize for Learning:</b> <i>The Medicine Bag: 26; The Diary Of Anne Frank: 188, 192; Three Cheers For The Nanny State: 293; Follow The Rabbit-Proof Fence: 321; To Fly: 473; Nikola Tesla: The Greatest Inventor of All?: 492</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; 25 Years Later, Hubble Sees Beyond Troubled Start: 510C</i>
	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205; The Diary Of Anne Frank: 188, 192; Three Cheers For The Nanny State: 285; The Moth Presents: Aleeza Kazmi: 324</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; ; Nikola Tesla: The Greatest Inventor of All?: 488C; The Invention of Everything Else: 494C</i>
<b>11. Justifying/arguing</b>		
PI.8.11.EM	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136 192; Whole Class Performance Task: 205; Three Cheers For The Nanny State: 293</i>
	b. Express attitude and opinions or temper	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136, 192;</i>

	statements with familiar modal expressions (e.g., <i>can, may</i> ).	<i>Whole Class Performance Task: 205; Three Cheers For The Nanny State: 293</i>
PI.8.11.EX	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136, 192; Whole Class Performance Task: 205; Three Cheers For The Nanny State: 293</i>
	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136, 192; Whole Class Performance Task: 205; Three Cheers For The Nanny State: 293</i>
PI.8.11.BR	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136, 192; Whole Class Performance Task: 205; Three Cheers For The Nanny State: 293</i>
	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i> ).	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank: 136, 192; Whole Class Performance Task: 205; Three Cheers For The Nanny State: 293</i>
<b>12. Selecting language resources</b>		
PI.8.12.EM	a. Use a select number of general academic words (e.g., <i>specific, contrast</i> ) and domain-specific words (e.g., <i>scene, cell, fraction</i> ) to create some precision while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction: 4, 91, 257, 343, 441; Whole Class Performance Task: 37; Apache Girl's Rite Of Passage: 28; Elie Wiesel: Acceptance Speech For The Nobel Peace Prize: 225; Blue Nines And Red Words: 406; The Theory Of Multiple Intelligences Infographic: 413; To Fly: 466, 473; Nikola Tesla: The Greatest Inventor of All?: 488</i>
	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	<b>English Language Support:</b> <i>The Medicine Bag: 12C</i> <b>Personalize for Learning:</b> <i>Unit Introduction: 4, 91, 257, 343, 441; Words Do Not Pay: 312; Blue Nines And Red Words: 406; The Theory Of Multiple Intelligences Infographic: 413</i>
PI.8.12.EX	a. Use a growing set of academic words (e.g., <i>specific, contrast, significant, function</i> ), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i> ), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction: 4, 91, 257, 343, 441; Whole Class Performance Task: 37; Apache Girl's Rite Of Passage: 28; Elie Wiesel: Acceptance Speech For The Nobel Peace Prize: 225; Blue Nines And Red Words: 406; The Theory Of Multiple Intelligences Infographic: 413; To Fly: 466, 473; Nikola Tesla: The Greatest Inventor of All?: 488</i>
	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible).	<b>English Language Support:</b> <i>The Medicine Bag: 12C</i> <b>Personalize for Learning:</b> <i>Unit Introduction: 4, 91, 257, 343, 441; Words Do Not Pay: 312; Blue Nines And Red Words: 406; The Theory Of Multiple Intelligences Infographic: 413</i>

PII.8.12.BR	a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i> ), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i> ), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	<b>Personalize for Learning:</b> <i>Unit Introduction</i> : 4, 91, 257, 343, 441; <i>Whole Class Performance Task</i> : 37; <i>Apache Girl's Rite Of Passage</i> : 28; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i> : 225; <i>Blue Nines And Red Words</i> : 406; <i>The Theory Of Multiple Intelligences Infographic</i> : 413; <i>To Fly</i> : 466, 473; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 488
	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction, probably</i> → <i>probability, reluctant</i> → <i>reluctantly</i> ).	<b>English Language Support:</b> <i>The Medicine Bag</i> : 12C <b>Personalize for Learning:</b> <i>Unit Introduction</i> : 4, 91, 257, 343, 441; <i>Words Do Not Pay</i> : 312; <i>Blue Nines And Red Words</i> : 406; <i>The Theory Of Multiple Intelligences Infographic</i> : 413

**Part II. A. Structuring Cohesive Texts**

**1. Understanding Text Structure**

PII.8.1.EM	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank</i> : 161; <i>Frank Family And World War II Timelines</i> : 199; <i>Anne Frank: The Diary Of A Young Girl</i> : 220; <i>Maus</i> : 234; <i>Barrington Irving, Pilot, And Educator</i> : 266; <i>Soda Ban? What About Personal Choice?</i> : 294; <i>Flowers for Algernon</i> : 369; <i>Uncle Marcos</i> : 450, 461; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 496  <b>English Language Support:</b> <i>The Setting Sun And The Rolling World</i> : 66C; <i>Retort, The People, Yes, Unsuspecting</i> : 416C
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PII.8.1.EX	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank</i> : 161; <i>Frank Family And World War II Timelines</i> : 199; <i>Anne Frank: The Diary Of A Young Girl</i> : 220; <i>Maus</i> : 234; <i>Barrington Irving, Pilot, And Educator</i> : 266; <i>Soda Ban? What About Personal Choice?</i> : 294; <i>Flowers for Algernon</i> : 369; <i>Uncle Marcos</i> : 450, 461; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 507  <b>English Language Support:</b> <i>The Setting Sun And The Rolling World</i> : 66C; <i>Retort, The People, Yes, Unsuspecting</i> : 416C
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PII.8.1.BR	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	<b>Personalize for Learning:</b> <i>The Diary Of Anne Frank</i> : 161; <i>Frank Family And World War II Timelines</i> : 199; <i>Anne Frank: The Diary Of A Young Girl</i> : 220; <i>Maus</i> : 234; <i>Barrington Irving, Pilot, And Educator</i> : 266; <i>Soda Ban? What About Personal Choice?</i> : 294; <i>Flowers for Algernon</i> : 369; <i>Uncle Marcos</i> : 450, 461; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 507  <b>Language Support:</b> <i>The Setting Sun And The Rolling World</i> : 66C; <i>Retort, The People, Yes, Unsuspecting</i> : 416C
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**2. Understanding Cohesion**

PII.8.2.EM	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.	<b>Personalize For Learning:</b> <i>The Diary Of Anne Frank</i> : 115, 139; <i>Maus</i> : 232; <i>Flowers For Algernon</i> : 369; <i>Blue Nines And Red Words</i> : 410; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 507  <b>English Language Support:</b> <i>You Are the Electric Boogaloo/ Just Be Yourself!</i> : 44C; <i>The Diary Of Anne Frank</i> : 98C; 156C
	b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i> ) to comprehending and writing brief texts.	<b>Personalize For Learning:</b> <i>Apache Girl's Rite Of Passage</i> : 33; <i>Whole Class Performance Task</i> : 37, 482; <i>Nikola Tesla: The Greatest Inventor of All?</i> : 507

PII.8.2.EX	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.	<b>Personalize For Learning:</b> <i>The Diary Of Anne Frank</i> : 115, 139; <i>Maus</i> : 232; <i>Flowers for Algernon</i> : 369; <i>Blue Nines And Red Words</i> : 410; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 507  <b>English Language Support:</b> <i>You Are the Electric Boogaloo/ Just Be Yourself!</i> : 44C; <i>The Diary Of Anne Frank</i> : 98C; 156C
	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, <i>as a result, on the other hand</i> ) to comprehending and writing texts with increasing cohesion.	<b>Personalize For Learning:</b> <i>Apache Girl's Rite Of Passage</i> : 33; <i>Whole Class Performance Task</i> : 37, 482; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 507
PII.8.2.BR	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.	<b>Personalize For Learning:</b> <i>The Diary Of Anne Frank</i> : 115, 139; <i>Maus</i> : 232; <i>Flowers for Algernon</i> : 369; <i>Blue Nines And Red Words</i> : 410; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 507  <b>English Language Support:</b> <i>You Are the Electric Boogaloo/ Just Be Yourself!</i> : 44C; <i>The Diary Of Anne Frank</i> : 98C; 156C
	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i> ) to comprehending and writing texts with increasing cohesion.	<b>Personalize For Learning:</b> <i>Apache Girl's Rite Of Passage</i> : 33; <i>Whole Class Performance Task</i> : 37, 482; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 507
<b>Part II. B. Expanding and Enriching Ideas</b>		
<b>3. Using Verbs and Verb Phrases</b>		
PII.8.3.EM	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	<b>Personalize For Learning:</b> <i>Hanging Fire/ Translating Grandfather's House</i> : 64; <i>The Setting Sun And The Rolling World</i> : 74; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i> : 228; <i>Words Do Not Pay</i> : 312; <i>Whole Class Performance Task</i> : 393  <b>English Language Support:</b> <i>Words Do Not Pay</i> : 306C; <i>Follow The Rabbit-Proof Fence</i> : 314C
PII.8.3.EX	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	<b>Personalize For Learning:</b> <i>Hanging Fire/ Translating Grandfather's House</i> : 64; <i>The Setting Sun And The Rolling World</i> : 74; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i> : 228; <i>Words Do Not Pay</i> : 312; <i>Whole Class Performance Task</i> : 393  <b>English Language Support:</b> <i>Words Do Not Pay</i> : 306C; <i>Follow The Rabbit-Proof Fence</i> : 314C
PII.8.3.BR	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and	<b>Personalize For Learning:</b> <i>Hanging Fire/ Translating Grandfather's House</i> : 64; <i>The Setting Sun And The Rolling World</i> : 74; <i>Elie Wiesel: Acceptance Speech For The Nobel Peace Prize</i> : 228; <i>Words Do Not</i>

	passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.	<i>Pay</i> : 312; <i>Whole Class Performance Task</i> : 393  <b>English Language Support:</b> <i>Words Do Not Pay</i> : 306C; <i>Follow The Rabbit-Proof Fence</i> : 314C
<b>4. Using nouns and noun phrases</b>		
PII.8.4.EM	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	<b>Personalize for Learning:</b> <i>Follow The Rabbit-Proof Fence</i> : 322; <i>Flowers for Algernon</i> : 383; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 517  <b>English Language Support:</b>
PII.8.4.EX	Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	<b>Personalize for Learning:</b> <i>Follow The Rabbit-Proof Fence</i> : 322; <i>Flowers for Algernon</i> : 383; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 517
PII.8.4.BR	Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	<b>Personalize for Learning:</b> <i>Follow The Rabbit-Proof Fence</i> : 322; <i>Flowers for Algernon</i> : 383; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 517
<b>5. Modifying to add details</b>		
PII.8.5.EM	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	<b>Personalize for Learning:</b> <i>Three Cheers For The Nanny State</i> : 285; <i>Follow The Rabbit-Proof Fence</i> : 322; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 517
PII.8.5.EX	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	<b>Personalize for Learning:</b> <i>Three Cheers For The Nanny State</i> : 285; <i>Follow The Rabbit-Proof Fence</i> : 322; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 517
PII.8.5.BR	Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	<b>Personalize for Learning:</b> <i>Three Cheers For The Nanny State</i> : 285; <i>Follow The Rabbit-Proof Fence</i> : 322; <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> : 517
<b>Part II. C. Connecting and Condensing Ideas</b>		
<b>6. Connecting Ideas</b>		
PII.8.6.EM	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i> ).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task</i> : 205, 482; <i>Maus</i> : 236; <i>Three Cheers For The Nanny State</i> : 285, 293  <b>English Language Support:</b> <i>Uncle Marcos</i> : 448C; <i>To Fly</i> : 464C
PII.8.6.EX	Combine clauses in an increasing variety of ways (e.g., creating compound and	<b>Personalize for Learning:</b> <i>Whole Class Performance Task</i> : 205, 482; <i>Maus</i> : 236; <i>Three Cheers For The Nanny State</i> : 285, 293

	complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).	<b>English Language Support:</b> <i>Uncle Marcos: 448C; To Fly: 464C</i>
PII.8.6.BR	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i> ) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i> ).	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205, 482; Maus: 236; Three Cheers For The Nanny State: 285, 293</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; To Fly: 464C</i>
<b>7. Condensing ideas</b>		
PII.8.7.EM	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i> ) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205, 482; Three Cheers For The Nanny State: 285, 293; Flowers for Algernon: 380;</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; To Fly: 464C</i>
PII.8.7.EX	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods that <i>are made without chemical fertilizers or insecticides</i> ) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205, 482; Three Cheers For The Nanny State: 285, 293; Flowers for Algernon: 380</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; To Fly: 464C</i>
PII.8.7.BR	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died. → The destruction of the rain forest led to <i>the death</i> of many animals) to create precise and detailed sentences.	<b>Personalize for Learning:</b> <i>Whole Class Performance Task: 205, 482; Three Cheers For The Nanny State: 285, 293; Flowers for Algernon: 380</i>  <b>English Language Support:</b> <i>Uncle Marcos: 448C; To Fly: 464C</i>

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