

A Correlation of

**Pearson  
iLit ELL  
©2016**



To the

**Puerto Rico Core Standards  
English Program 2014  
Grade 8**

# **A Correlation of Pearson iLit ELL ©2016 to the Puerto Rico Core Standards English Program 2014, Grade 8**

## **Introduction**

This document demonstrates how Pearson **iLit ELL ©2016** meets the *Puerto Rico Core Standards English Program 2014*, Grades 4-8. Correlation alignments are to the Teacher App and the Student App and are cited by Unit, Lesson and Feature title. *Puerto Rico Curriculum Maps* are also correlated to cite the curriculum units that match each standard.

Pearson iLit ELL is a comprehensive digital interactive intensive intervention solution that provides an intensive, accelerated pathway toward on-grade level language proficiency for English learners, including those at risk or who are long-term English Learners, whose performance is below grade level, are making minimal progress toward English proficiency, and whose lack of language proficiency precludes them from performing at grade level.

iLit ELL engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of 45-minute lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency.

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

**Table of Contents**

<b>Listening:</b> .....	<b>4</b>
<b>Speaking:</b> .....	<b>6</b>
<b>Reading:</b> .....	<b>11</b>
<b>Writing:</b> .....	<b>21</b>
<b>Language:</b> .....	<b>27</b>

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Listening:		
Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.		
8.L.1 Listen and collaborate with peers during social interactions, read-alouds (of fictional and informational text); oral presentations; and class, group and partner discussions.		8.3, 8.4, 8.5, 8.6
a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic.	<p><u>Discussion Opportunities (examples)</u> Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation</p> <p><u>Conferencing with Individuals (examples)</u> The Classroom Conversation section throughout iLit encourages students to listen and collaborate with peers during different occasions.</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion Unit 1 Lesson 4: Whole Group (Speaking and Listening)</p>	8.3, 8.5, 8.6
b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.	<p><u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>	8.1, 8.3, 8.4, 8.5, 8.6

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

<p align="center"><b>Puerto Rico Core Standards English Program 2014 Grade 8</b></p>	<p align="center"><b>Pearson iLit ELL ©2016</b></p>	<p align="center"><b>Puerto Rico Department of Education Curriculum Units</b></p>
<p>c. Listen and respond during a read aloud from a variety of narrative and informational texts to demonstrate comprehension, generalize, and make connections to character and setting, plot and solution, identify tone, and mood in text.</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p> <p><u>Peer Conference</u> Unit 1 Lesson 5: Work Time: Peer Conferencing</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p>	<p>8.3, 8.5, 8.6</p>
<p>d. Listen, respond to, analyze, give, and discuss complex instructions, statements, and directions; answer and formulate closed and open-ended questions.</p>	<p><u>Ask Questions (examples)</u> Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time Unit 2 Lesson 33: Work Time Unit 3 Lesson 3: Work Time Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>	<p>8.2, 8.3, 8.4, 8.5, 8.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

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Speaking:		
Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences		
8.S.1 Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions.	<u>Rules for Conversation Routines</u> Unit 1 Lesson 2: Classroom Conversation  <u>Classroom Conversation (examples)</u> Unit 2 Lesson 9: Partner Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion	8.1, 8.3, 8.5, 8.6
Evaluate information and determine appropriate responses to answer questions effectively.		
8.S.2 Respond orally to closed and open-ended questions.		
a. Memorize, analyze, and follow increasingly complex instructions and directions.	Each Unit Lesson in iLit includes instructions for different types of assignment. Unit 1 Lessons 1-5 provides an overview allowing students to be comfortable with the program and the instructional routine.  <u>Lessons with Instructions (examples)</u> Unit 2 Lesson 14: Work Time Unit 2 Lesson 39: Read Aloud, Think Aloud Unit 4 Lesson 48: Work Time Unit 5 Lesson 2: Work Time Unit 6 Lesson 14: Classroom Conversation Unit 6 Lesson 40: Whole Group	8.2, 8.3, 8.5

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
<p>b. Describe, explain, support, discuss, and synthesize information to express self.</p>	<p><u>Recall and Reading Comprehension Questions (examples)</u>            Unit 2 Lesson 9: Read Aloud, Think Aloud            Unit 2 Lesson 13: Read Aloud, Think Aloud; Work Time            Unit 2 Lesson 37: Classroom Conversation; Work Time            Unit 4 Lesson 7: Read Aloud, Think Aloud; Classroom Conversation            Unit 4 Lesson 46: Classroom Conversation; Work Time            Unit 6 Lesson 3: Read Aloud, Think Aloud; Classroom Conversation; Work Time</p>	<p>8.2, 8.3, 8.4, 8.5, 8.6</p>
<p>c. Answer and formulate closed and open-ended questions.</p>	<p>During Read Aloud, Think Aloud activities, students answer closed and open-ended questions about the text.</p> <p><u>Ask Questions (examples)</u>            Unit 2 Lesson 32: Read Aloud, Think Aloud; Work Time            Unit 2 Lesson 33: Work Time            Unit 3 Lesson 3: Work Time            Unit 5 Lesson 2: Read Aloud, Think Aloud</p> <p><u>Discuss Literature and Informative Texts</u>            Unit 2 Lesson 2: Read Aloud, Think Aloud            Unit 2 Lesson 17: Read Aloud, Think Aloud            Unit 3 Lesson 4: Read Aloud, Think Aloud            Unit 4 Lesson 9: Read Aloud, Think Aloud</p>	<p>8.2, 8.3, 8.5</p>

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

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Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
8.S.3 Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories, personal experiences, and current/world events with increasing precision and differences in meaning while speaking.	<p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion</p> <p><u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Synonyms and Antonyms (examples)</u> Unit 2 Lesson 30: Whole Group Unit 6 Lesson 16: Vocabulary; Work Time Unit 6 Lesson 20: Vocabulary; Work Time</p> <p><u>Domain-Specific Words</u> Unit 2 Lesson 13: Vocabulary Unit 4 Lesson 45: Whole Group; Work Time</p>	8.2, 8.3, 8.4, 8.5, 8.6
Provide, justify, and defend opinions or positions in speech.		
8.S.4 Reach an agreement or persuade others to see your point of view during class or partner discussions or presentation/ performances, using a growing number of learned phrases or creative or original responses to express and defend opinions with subtle differences and viewpoints from peers, texts, and others.	<p>As students prepare for Persuasive writing, they develop arguments to persuade others.</p> <p><u>Argumentative Writing</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>	8.3



**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

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Adjust language choices according to the task, context, purpose, and audience.		
8.S.5 Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.	<p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Classroom Conversation (examples)</u> Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion</p>	8.2, 8.3, 8.5, 8.6
a. Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.	<p><u>Make Inferences and Predictions (examples)</u> Unit 2 Lesson 3: Read Aloud, Think Aloud</p> <p><u>Predictions (examples)</u> Unit 2 Lesson 4: Work Time Unit 3 Lesson 4: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 12: Read Aloud, Think Aloud; Work Time</p> <p><u>Inferences (examples)</u> Unit 2 Lesson 6: Whole Group Unit 2 Lesson 8: Read Aloud, Think Aloud Unit 2 Lesson 10: Work Time Unit 3 Lesson 8: Read Aloud, Think Aloud; Work Time</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p>	8.2, 8.3, 8.5

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
b. Adjust language choices according to purpose, task, and audience.	<u>Classroom Conversation (examples)</u> Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion  <u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time	8.2, 8.3, 8.5, 8.6
Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
8.S.6 Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas.	<u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time  <u>Presenting a Writing Project (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time	8.3, 8.4, 8.5, 8.6

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

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Reading:		
Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.		
<p>8.R.1 Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identity, genre, and text relationships, supplying textual evidence to support analysis and conclusions drawn from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.</p>	<p><u>Main Idea and Details (examples)</u> Unit 4 Lesson 14: Read Aloud, Think Aloud Unit 6 Lesson 18: Read Aloud, Think Aloud; Work Time</p> <p><u>Analyze Text Structure in Popular Media</u> Unit 2 Lesson 46; Whole Group</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"We Shall Overcome"</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p><u>"Million Man March"</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Draw Conclusions (examples)</u> Unit 4 Lesson 13: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 18: Read Aloud, Think Aloud Unit 4 Lesson 29: Read Aloud, Think Aloud; Work Time</p> <p><u>Library</u> The iLit Student Library, with hundreds of titles, includes a broad range of nonfiction, academic articles, and biographies.</p>	<p>8.1, 8.3, 8.6</p>

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas		
8.R.2 L. Determine a theme or main idea of a literary text and analyze its development over the course of the text.	<u>Theme (examples)</u> Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud	8.3
a. Provide an objective summary of the text.	<u>Summarize (examples)</u> Unit 3 Lesson 9: Read Aloud, Think Aloud Unit 4 Lesson 18: Whole Group Unit 4 Lesson 19: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time	8.1, 8.6
I. Determine main idea(s) in an informational text and analyze their development over the course of the text; provide an objective summary of the text. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	<u>Main Idea and Details (examples)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 21: Whole Group Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Work Time Unit 6 Lesson 47: Work Time	8.3

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
8.R.3 L. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
a. Distinguish character traits (internal and external).	<u>Characters (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 8: Work Time Unit 6 Lesson 40: Work Time	8.1
I. Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<u>Understand Text Structure</u> Unit 4 Lesson 8: Read Aloud, Think Aloud  <u>Main Idea and Details (examples)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 21: Whole Group Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Work Time Unit 6 Lesson 47: Work Time  <u>Make Inferences (informative)</u> Unit 6 Lesson 29: Read Aloud, Think Aloud  <u>Ask Questions (informative)</u> Unit 5 Lesson 2: Read Aloud, Think Aloud  <u>Cause and Effect (informative)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud	8.2, 8.3
a. Interpret cause and effect relationships.	<u>Cause and Effect (informative)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud	8.2

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

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Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
8.R.4 L. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Use Context Clues (examples)</u> Unit 2 Lesson 2: Vocabulary Unit 2 Lesson 33: Read Aloud, Think Aloud</p> <p><u>Vocabulary Activities (examples)</u> Unit 2 Lesson 7: Vocabulary Unit 2 Lesson 12: Vocabulary Unit 2 Lesson 27: Vocabulary</p> <p><u>Figurative Language (examples)</u> Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time Unit 6 Lesson 20: Whole Group; Work Time</p> <p><u>Analyze Symbols and Figurative Language</u> Unit 4 Lesson 23: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u> Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues Unit 6 Lessons 21–25: Part 1: Skill 24: Words That Are Used Together (Collocations)</p>	8.4, , 8.5

**A Correlation of Pearson iLit ELL ©2016 to the  
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<p>I. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Each lesson in iLit includes vocabulary activities directly related to the lesson and selection. In addition, the Assignments activities provide additional instruction and practice with specific vocabulary skills.</p> <p><u>Vocabulary Activities Examples)</u>            Unit 2 Lesson 34: Vocabulary            Unit 2 Lesson 48: Vocabulary            Unit 4 Lesson 49: Vocabulary</p> <p><u>Domain-Specific Words</u>            Unit 2 Lesson 13: Vocabulary            Unit 4 Lesson 45: Whole Group; Work Time</p> <p><u>Connotations and Denotations</u>            Unit 2 Lesson 38: Vocabulary            Unit 2 Lesson 47: Vocabulary            Unit 2 Lesson 49: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 6 Lessons 21–25: Part 1: Skill 21: Context Clues            Unit 7 Lessons 1–5: Part 4: Skill 9: Word Associations</p>	<p>8.3</p>

**A Correlation of Pearson iLit ELL ©2016 to the  
Puerto Rico Core Standards English Program 2014, Grade 8**

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Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
8.R.5 L. Analyze how the structure of drama or a poem contributes to its meaning (e.g., soliloquy, sonnet).	<p><u>Poetry</u> Unit 7 Lesson 1: Vocabulary; Whole Group; Work Time</p> <p><u>Understanding Characteristics of Poetry</u> Unit 7 Lesson 2: Work Time</p> <p><u>Compare and Contrast Poetry</u> Unit 7 Lesson 2: Whole Group</p> <p><u>Drama</u> Unit 3 Lesson 1: Whole Group</p> <p><u>Understanding Characteristics of Drama</u> Unit 3 Lesson 1: Work Time Unit 3 Lesson 3: Work Time</p>	8.5
I. Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.	<p><u>Understand Text Structure</u> Unit 4 Lesson 8: Read Aloud, Think Aloud</p> <p><u>Cause and Effect (informative)</u> Unit 4 Lesson 38: Read Aloud, Think Aloud Unit 6 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 7: Read Aloud, Think Aloud</p> <p><u>Main Idea and Details (examples)</u> Unit 5 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 21: Whole Group Unit 6 Lesson 23: Read Aloud, Think Aloud; Work Time Unit 6 Lesson 23: Work Time Unit 6 Lesson 47: Work Time</p>	8.2, , 8.3



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Assess how point of view or purpose shapes the content and style of a text.		
8.R.6 L. Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.	<u>Compare and Contrast Two Characters (examples)</u> Unit 4 Lesson 6: Whole Group Unit 4 Lesson 7: Read Aloud, Think Aloud; Work Time Unit 4 Lesson 8: Work Time	8.4
I. Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others.	<u>Identify Author's Viewpoint</u> Unit 6 Lessons 25-26: Work Time  <u>Author's Purpose (informative/nonfiction examples)</u> Unit 2 Lessons 42-43: Read Aloud, Think Aloud Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Work Time	8.2, , 8.3, , 8.6
Integrate and evaluate content presented in diverse media and formats.		
8.R.7 L. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) using English subtitles.	Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:  <u>Reading and Listening to <i>Romeo and Juliet</i></u> Unit 3 Lessons 2–4, 7–9: Read Aloud, Think Aloud  <u>Present a Poem</u> Unit 7 Lesson 5: Whole Group	8.5

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<p>I. Compare and contrast an informational text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Each selection in iLit includes an audio version of the text. Students can compare the different versions and how the speaker interpreted the words. In addition see the following:</p> <p><u>Analyze Text Structure in Popular Media</u> Unit 2 Lesson 46: Whole Group</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p><u>"We Shall Overcome"</u> Unit 6 Lesson 44: Read Aloud, Think Aloud</p> <p><u>"Million Man March"</u> Unit 7 Lesson 4: Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time</p>	<p>8.3, , 8.6</p>
<p>Delineate and evaluate an author's argument through evidence specified in a text.</p>		
<p>8.R.8 Search and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.</p>	<p><u>Identify Reliable Sources and Take Notes</u> Unit 5 Lesson 3: Whole Group</p> <p><u>Identify Author's Viewpoint</u> Unit 6 Lessons 25-26: Work Time</p> <p><u>Author's Purpose (informative/nonfiction examples)</u> Unit 2 Lessons 42-43: Read Aloud, Think Aloud Unit 4 Lesson 33: Read Aloud, Think Aloud Unit 6 Lesson 3: Whole Group; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Work Time</p>	<p>8.3</p>

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Compare and contrast two or more authors' presentations of similar themes or topics.		
8.R.9 L. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	For related material see:  <u>Setting</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 2 Lesson 35: Whole Group; Work Time Unit 2 Lesson 36: Work Time	8.1
I. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in informational texts.	<u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud  <u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time  <u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time	8.3

**A Correlation of Pearson iLit ELL ©2016 to the  
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Read and comprehend complex literary and informational texts independently and proficiently.		
8.R.10 Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.	<p>Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories. Examples include:</p> <p><u>Theme (examples)</u>            Unit 2 Lesson 23: Whole Group; Work Time            Unit 4 Lesson 8: Whole Group            Unit 7 Lesson 1: Work Time            Unit 7 Lessons 2-4: Read Aloud, Think Aloud</p> <p><u>Understanding Characteristics of Poetry</u>            Unit 7 Lesson 2: Work Time</p> <p><u>Compare and Contrast Poetry</u>            Unit 7 Lesson 2: Whole Group</p> <p><u>Understanding Characteristics of Drama</u>            Unit 3 Lesson 1: Work Time            Unit 3 Lesson 3: Work Time</p> <p><u>Compare Information from Different Sources</u>            Unit 4 Lesson 48: Whole Group; Work Time</p> <p><u>Library</u>            The iLit Student Library, with hundreds of titles, includes a broad range of short stories, dramas, and poems.</p>	8.3

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Puerto Rico Core Standards English Program 2014, Grade 8**

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Writing:		
Write arguments to support point of view using valid reasoning and sufficient evidence.		
8.W.1 Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 16-20: Plan &amp; Write an Argumentative Paragraph Unit 4 Lessons 26-30: Write an Argumentative Essay</p>	8.3
a. Express and clarify viewpoints and opinions, take and defend positions.	<p><u>Argumentative Writing (examples)</u> Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p> <p><u>Assignments (examples)</u> Unit 4 Lessons 16-20: Plan &amp; Write an Argumentative Paragraph Unit 4 Lessons 26-30: Write an Argumentative Essay</p>	8.3, 8.6
Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.		
8.W.2 Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p><u>Write an Explanatory Paragraph (examples)</u> Unit 2 Lessons 15: Whole Group; Work Time Unit 2 Lesson 16, 18-19: Work Time Unit 4 Lesson 3-6: Work Time Unit 4 Lesson 14-16: Work Time Unit 6 Lesson 32-34: Work Time</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>	8.2, 8.3, 8.6

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<p align="center"><b>Puerto Rico Core Standards English Program 2014 Grade 8</b></p>	<p align="center"><b>Pearson iLit ELL ©2016</b></p>	<p align="center"><b>Puerto Rico Department of Education Curriculum Units</b></p>
<p>Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.</p>		
<p>8.W.3 Write literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><u>Write a Narrative (examples)</u> Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lesson 6-8: Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice</p> <p><u>Assignments (examples)</u> Unit 2 Lessons 1–5: Write a Narrative Paragraph Unit 4 Lessons 21–21: Plan &amp; Write a Narrative Paragraph</p>	<p>8.4</p>

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).		
8.W.4 Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.	<p><u>Revising and Editing</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lessons 43: Whole Group            Unit 4 Lesson 42: Work Time            Unit 6 Lesson 44: Work Time</p> <p><u>Writing Activities</u>            Unit 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u>            Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph            Unit 4 Lessons 21–21: Plan &amp; Write a Narrative Paragraph            Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>	8.1, 8.2, 8.3, 8.6

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.		
8.W.5 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	<p>Writing assignments are integrated into the digital structure of the program. Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, and submit their writing electronically.</p> <p><u>Multimedia Presentation</u> Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Presenting Writing Activities (examples)</u> Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p> <p><u>Assignments</u> Unit 5: Lessons 1–5: Plan &amp; Research a Multimedia Presentation</p>	8.2, 8.3, 8.5, 8.6
Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.		
8.W.6 Conduct short research projects to write a report that answers a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>The Multimedia Project that students complete in iLit involves extensive research activities and instruction.</p> <p><u>Research Plan &amp; Create a Multimedia Presentation</u> Unit 5 Lessons 1, 2–3, 5-6: Work Time</p>	8.3



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<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>8.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Compare and Contrast Ideas and Events</u> "Marching to Their Own Beat" and "The Freedom Writers Diary": Read Aloud, Think Aloud</p> <p><u>Compare Information from Different Sources</u> Unit 4 Lesson 48: Whole Group; Work Time Unit 4 Lesson 49: Work Time</p> <p><u>Compare and Contrast Viewpoints</u> Unit 6 Lesson 25: Work Time</p> <p><u>Recall and Reading Comprehension Questions (examples)</u> Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 13; Read Aloud, Think Aloud; Work Time Unit 2 Lesson 37: Classroom Conversation; Work Time Unit 4 Lesson 7: Read Aloud, Think Aloud; Classroom Conversation Unit 4 Lesson 46: Classroom Conversation; Work Time Unit 6 Lesson 3: Read Aloud, Think Aloud; Classroom Conversation; Work Time</p>	<p>8.3, 8.6</p>

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Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.		
<p>8.W.8 Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.</p>	<p>Teachers and students will find writing instruction in the Whole Group and Work Time lessons. The Assignments section provides students a place to plan, draft, revise, and submit their writing electronically.</p> <p><u>Writing Activities</u>            Unit 2 Lessons 4–5: Whole Group; Work Time; Unit 2 Lesson 6-8: Work Time; Unit 2 Lessons 41–44: Work Time; Unit 4 Lessons 23–26: Work Time; Unit 7 Lessons 1–5: Extra Practice: Narrative Essay</p> <p>Unit 2 Lessons 15: Whole Group; Work Time; Unit 2 Lesson 16, 18-19: Work Time; Unit 4 Lesson 3-6: Work Time; Unit 4 Lesson 14-16: Work Time; Unit 6 Lesson 32-34: Work Time: Explanatory Essay</p> <p><u>Multimedia Presentation</u>            Unit 5 Lessons 2–3, 5-6: Work Time</p> <p><u>Assignments (examples)</u>            Unit 2 Lessons 16-20: Plan &amp; Write an Explanatory Paragraph            Unit 4 Lessons 21–21: Plan &amp; Write a Narrative Paragraph            Unit 6 Lessons 31–35: Write an Explanatory Paragraph</p>	<p>8.2, 8.3, 8.4, 8.6</p>

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Language:		
Demonstrate command of the conventions of English grammar and usage.		
8.LA.1 Demonstrate command of the conventions of English grammar.		8.3, 8.6
a. Explain the function and tenses of the different kinds of verbs and apply correctly.	<u>Verbs</u> Unit 2 Lessons 9: Read Aloud, Think Aloud Unit 2 Lessons 32: Read Aloud, Think Aloud Unit 2 Lessons 41: Whole Group Unit 2 Lessons 43: Work Time Unit 2 Lessons 46: Whole Group Unit 2 Lessons 48: Work Time Unit 4 Lessons 20: Whole Group	8.1
b. Form and use verbs in the active and passive voice.	<u>Active and Passive Voice</u> Unit 2 Lessons 48: Whole Group Unit 2 Lessons 48: Work Time  <u>Assignments</u> Unit 2 Lessons 36–40: Part 4: Skill 9: Active and Passive Voice Unit 3 Lessons 1–5: Part 4: Skill 9: Active and Passive Voice  <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Active and Passive Voice, 58	8.1

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Apply English conventions using appropriate capitalization, punctuation, and spelling.		
8.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling.	<p><u>Revising and Editing</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lessons 43: Whole Group            Unit 4 Lesson 42: Work Time            Unit 6 Lesson 44: Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u>            Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 4 Lessons 1–5: Part 4: Skill 14: Getting Letters in Correct Order; Unit 4 Lessons 16–20: Part 3: Skill 13: Compound Words; Unit 6 Lessons 1–5: Part 4: Skill 24: Easily Confused Words            1</p> <p><u>Professional Learning Community</u>            Teacher Resources: Language Conventions Practice: all activities</p>	8.2, 8.3, 8.6

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<p style="text-align: center;"><b>Puerto Rico Core Standards English Program 2014 Grade 8</b></p>	<p style="text-align: center;"><b>Pearson iLit ELL ©2016</b></p>	<p style="text-align: center;"><b>Puerto Rico Department of Education Curriculum Units</b></p>
<p>a. Use advanced punctuation (e.g., comma, ellipsis, dash) correctly.</p>	<p><u>Editing</u> Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Assignments: Grammar Study Plan (examples)</u> Unit 6 Lessons 11–15: Part 2: Skill 22: Commas, Semicolons, and Colons; Unit 6 Lessons 11–15: Part 3: Skill 23: Quotations and Quotation Marks; Skill 25: Negatives and Contractions; Unit 6 Lessons 21–25: Part 1: Skill 21: Commas, Semicolons, and Colons; Unit 6 Lessons 21–25: Part 2: Skill 22: Quotation Marks</p> <p><u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Punctuation, 116–135</p>	<p>8.1, 8.2, 8.4</p>

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<p align="center"><b>Puerto Rico Core Standards English Program 2014 Grade 8</b></p>	<p align="center"><b>Pearson iLit ELL ©2016</b></p>	<p align="center"><b>Puerto Rico Department of Education Curriculum Units</b></p>
<p>b. Spell correctly.</p>	<p>Every unit in iLit includes a personalized Spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.</p> <p><u>Activity: Spelling Study Plan (examples)</u>            Unit 2 Lesson 1: Extra Practice            Unit 4 Lesson 2: Extra Practice            Unit 6 Lesson 19: Work Time            Unit 6 Lesson 41: Work Time</p> <p><u>Editing</u>            Unit 1 Lesson 5: Work Time            Unit 2 Lessons 43: Whole Group            Unit 4 Lesson 41: Work Time            Unit 6 Lesson 38: Whole Group; Work Time</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 2 Lessons 1–5: Part 5: Skill 5: Doubling Consonants; Unit 2 Lessons 26–30: Part 1: Skill 1: Getting Letters in Correct Order; Unit 2 Lessons 46–50: Part 1: Skill 6: Tricky Consonants; Unit 4 Lessons 31–35: Part 5: Skill 20: Plurals for Words Ending in f or o</p>	<p>8.1, 8.2, 8.5, 8.6</p>

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.		
8.LA.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		8.2, 8.3, 8.5, 8.6
a. Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy.	<u>Assignments: Grammar Study Plan (examples)</u> Unit 2 Lessons 6–10: Part 4: Skill 4: Subject and Predicate Unit 2 Lessons 11–15: Part 5: Skill 5: Subject and Predicate Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences  <u>Professional Learning Community</u> Teacher Resources: Language Conventions Practice: Verbs, Objects, and Subject Complements, 7; Subject and Object Pronouns, 19	8.1, , 8.2, , 8.3, 8.5
Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
8.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.	<u>Multiple- Meaning Words (examples)</u> Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time  <u>Use Context Clues (examples)</u> Unit 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group Unit 4 Lesson 25: Whole Group  <u>Use Prefixes and Suffixes (examples)</u> Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time	8.2, , 8.3, 8.6

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
<p>a. Use context clues to help determine the meaning of a word or phrase.</p>	<p><u>Use Context Clues (examples)</u>            Unit 2 Lesson 38: Vocabulary: Read Aloud, Think Aloud            Unit 2 Lesson 43: Read Aloud, Think Aloud; Whole Group            Unit 4 Lesson 25: Whole Group</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 2 Lessons 21–25: Part 1: Skill 1: Context Clues; Unit 4 Lessons 21–25: Part 1: Skill 11: Context Clues; Unit 5 Lessons 6–10: Part 1: Skill 16: Context Clues; Unit 7 Lessons 1–5: Part 1: Skill 6: Context Clues</p>	<p>8.2, 8.3, 8.6</p>
<p>b. Use common Greek or Latin affixes and roots correctly (e.g., precede, recede, secede).</p>	<p><u>Use Prefixes and Suffixes (examples)</u>            Unit 2 Lesson 3: Vocabulary            Unit 2 Lesson 10: Whole Group            Unit 4 Lesson 11: Vocabulary; Work Time            Unit 4 Lesson 30: Work Time            Unit 6 Lesson 21: Vocabulary; Work Time            Unit 6 Lesson 31: Work Time</p> <p><u>Use Greek and Latin Roots (examples)</u>            Unit 2 Lesson 26: Vocabulary; Work Time            Unit 4 Lesson 26: Vocabulary; Work Time            Unit 4 Lesson 30: Vocabulary            Unit 4 Lesson 31: Work Time</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 6–10: Part 2: Skill 7: Prefixes and Suffixes; Unit 5 Lessons 6–10: Part 2: Skill 17: Word Roots, Prefixes, and Suffixes</p> <p><u>Assignments: Spelling Study Plan (examples)</u>            Unit 4 Lessons 31–35: Part 1: Skill 16: Prefixes <i>dis-</i>, <i>un-</i>, <i>mid-</i>, <i>pre-</i>; Unit 6 Lessons 16–20: Part 5: Skill 20: Suffixes <i>-ance</i>, <i>-ence</i>, <i>-ant</i>, <i>-ent</i></p>	<p>8.2, 8.4, 8.6</p>



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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
c. Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p><u>Time to Read</u> Dictionary: Unit 2 Lesson 2</p> <p>Independent Reading—Every lesson</p> <p><u>Library</u> Dictionary of Geographic Terms Dictionary of Forces, Matter, and Energy</p> <p><u>Professional Learning Community</u> Teacher Resources: Writer’s Handbook: Using the Dictionary, 19–20</p>	8.2, 8.3
Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
8.LA.5 Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		8.3, 8.5
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<p><u>Figurative Language (examples)</u> Unit 2 Lesson 2; Read Aloud, Think Aloud Unit 3 Lesson 3: Whole Group Unit 3 Lesson 4: Work Time Unit 3 Lesson 5: Work Time Unit 3 Lesson 6: Vocabulary Unit 4 Lesson 23: Whole Group Unit 6 Lesson 20: Whole Group; Work Time Unit 7 Lesson 3: Work Time</p>	8.4

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Puerto Rico Core Standards English Program 2014 Grade 8	Pearson iLit ELL ©2016	Puerto Rico Department of Education Curriculum Units
<p>b. Distinguish among the different connotations (associations) of words (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><u>Connotations and Denotations</u>            Unit 2 Lesson 4: Vocabulary            Unit 2 Lesson 6: Vocabulary: Work Time            Unit 2 Lesson 7: Work Time            Unit 2 Lesson 10: Vocabulary            Unit 2 Lesson 11: Work Time            Unit 2 Lesson 13: Vocabulary            Unit 2 Lesson 38: Vocabulary            Unit 2 Lesson 47: Vocabulary            Unit 2 Lesson 49: Vocabulary            Unit 3 Lesson 4: Work Time            Unit 3 Lesson 5: Work Time            Unit 6 Lesson 23: Whole Group; Work Time</p>	<p>8.3</p>
<p>Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.</p>		
<p>8.LA.6 Accurately use appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students learn new vocabulary week during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p><u>Vocabulary (examples)</u>            Unit 2 Lesson 2: Vocabulary            Unit 2 Lesson 14: Vocabulary            Unit 3 Lesson 9: Vocabulary            Unit 4 Lesson 12: Vocabulary            Unit 6 Lesson 14: Vocabulary</p> <p><u>Assignments: Vocabulary Study Plan (examples)</u>            Unit 3 Lessons 6–10: Part 4: Skill 9: Word Associations            Unit 4 Lessons 21–25: Part 5: Skill 15: Synonyms and Antonyms            Unit 6 Lessons 21–25: Part 1: Skill 23: Analogies</p> <p>During Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>	<p>8.3, 8.5</p>