

A Correlation of  
**Savvas**  
**iLit**  
**inspireLiteracy**  
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To the  
**Texas**  
**Essential Knowledge and Skills**  
**for English Language Arts**  
**and Reading**  
**Grade 8**

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**Grade 8**

**Introduction**

This document demonstrates how ***Savvas iLit* ©2013** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts and Reading. Correlation references are cited by feature and unit and lesson number.

Savvas' *iLit* is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. *iLit* is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. *iLit* has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

*iLit* engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

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<b>Reading/Fluency</b>	
<p>8.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Teachers model fluent reading daily as students read grade-level text during Read Aloud, Think Aloud. There is direct instruction on fluency during Whole Group Instruction and practice during Work Time.</p> <p><u>Fluency: Read with Expression</u> Whole Group 1.5, 2.10, 5.7</p> <p><u>Practice Reading with Fluency</u> Work Time 2.10, 3.10, 5.7</p> <p><u>Fluency: Read with Accuracy</u> Whole Group 3.10</p> <p><u>Fluency—Read with Phrasing</u> Whole Group 4.15 Work Time 4.15</p> <p><u>Read Aloud Opportunities</u> Read Aloud, Think Aloud, 1.1–1.25, 2.1–2.25, 3.1–3.25, 4.1–4.25, 5.1–5.25</p>
<b>Reading/Vocabulary Development</b>	
<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p>Daily Whole Class instruction includes vocabulary skills instruction, including word origins, context clues, denotations and connotations, and analogies.</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Every lesson—Vocabulary; Whole Group (Vocabulary Pause)</p>

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<p>8.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p><u>Understand Prefixes and Suffixes</u> Whole Group 2.5</p> <p><u>Word Roots</u> Vocabulary 4.24, 5.1, 5.3</p> <p><u>Affixes</u> Vocabulary 1.23, 2.2, 2.3, 2.8, 2.22, 2.23, 5.10, 5.18</p> <p><u>Word Parts: Prefixes and Suffixes</u> Work Time Vocabulary Study Plan 3.11-3.16, 4.11-4.16</p> <p><u>Word Parts</u> Work Time Vocabulary Study Plan 1.11–1.16, 4.11-416</p> <p><u>Greek and Latin Word Parts and Roots</u> Work Time Spelling Study Plan 5.6–4.10, 5.6-5.10</p>
<p>8.2.B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;</p>	<p><u>Reading Strategy: Use Strategies to Determine Meaning; Identify Context Clues</u> Whole Group 3.7 Vocabulary Study Plan, 1.11-1.16, 2.11-2.16, 3.11-3.16, 4.11-4.15, 5.11-5.15, 6.11-6.15</p> <p><u>Using Context Clues</u> Vocabulary 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19, 2.21, 2.22, 2.23, 2.24, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.22, 3.23, 3.24, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.16, 4.17, 4.18, 4.19, 4.21, 4.22, 4.23, 4.24, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18, 5.19, 5.21, 5.22, 5.23, 5.24</p>

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8.2.C complete analogies that describe a function or its description (e.g., pen: paper as chalk: _____ or soft: kitten as hard: _____);	<u>Work Time Vocabulary Study Plan</u> Unit 1: Word Associations Unit 2: Analogies, Word Associations Unit 3: Word Associations Unit 4: Analogies, Word Associations, Synonyms and Antonyms
8.2.D identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	<u>Foreign Terms</u> Read Aloud, Think Aloud 5.5, 5.8, 5.9, 5.14  Teachers can use the following material to illustrate this objective: <u>Word Origin</u> Vocabulary 1.16, 1.22, 2.2, 2.3, 2.6, 2.7, 2.9, 2.13, 2.16, 2.17, 2.21, 2.22, 3.3, 3.6, 3.13, 3.14, 3.18, 3.23, 5.3, 5.4, 5.7, 5.9, 5.13, 5.14, 5.19, 5.22
8.2.E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases  Independent Reading—Every lesson
<b>Reading/Comprehension of Literary Text</b>	
8.3 Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	Every day during Read Aloud, Think Aloud, 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 nonfiction literary texts, and shorter texts from a variety of genres.  Adapted classics in the Independent Reading library provide struggling readers with extensive exposure to the writers and traditions that have shaped today's literature.

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8.3.A analyze literary works that share similar themes across cultures;	<p><u>Reading Strategy: Analyze the Development of Theme</u> Whole Group 1.10, 1.21, 4.6, 4.10, 4.19 Work Time 1.10, 1.21, 4.6, 4.10, 4.19</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Whole Group 2.12</p> <p><u>Identify Themes</u> Read Aloud, Think Aloud 5.25 Whole Group 2.12 Work Time 2.12</p>
8.3.B compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	<p>Opportunities to understand this objective may be found with the following:</p> <p><u>Informational Text: "Remember the Removal"</u> Read Aloud, Think Aloud 3.25</p> <p><u>"The Universal Declaration of Human Rights,"</u> Read Aloud, Think Aloud 5.19</p> <p><u>"Declaration of the Rights of the Child"</u> Read Aloud, Think Aloud 5.20</p> <p><u>Four Perfect Pebbles</u> Read Aloud, Think Aloud 5.1–5.18</p>

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<p>8.3.C explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.</p>	<p>Opportunities to understand this objective may be found with the following:</p> <p><u>Newspaper Article: "Afghan Girls Stay in School Despite Attacks"</u> Read Aloud, Think Aloud 4.24</p> <p><u>Four Perfect Pebbles</u> Read Aloud, Think Aloud 5.1–5.18</p> <p><u>Short Story: <i>Riding Thunder</i></u> Read Aloud, Think Aloud 2.20</p> <p><u>Accidental Love</u> Read Aloud, Think Aloud 2.1–2.18</p> <p><u>Suzy and Leah</u> Read Aloud, Think Aloud 3.24</p> <p><u>Freak the Mighty</u> Read Aloud, Think Aloud 4.1–4.19</p>
<p>8.4 Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).</p>	<p>Poems are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p><u>Genre: Poem</u> Read Aloud, Think Aloud 1.25, 4.25, 5.25</p> <p><u>Reading Strategy: Recognize Author's Purpose</u> Read Aloud, Think Aloud 1.25</p> <p><u>Reading Strategy: Identify a Theme</u> Read Aloud, Think Aloud 5.25</p> <p><u>Reading Strategy: Identifying the Main Idea of Each Poem</u> Read Aloud, Think Aloud 4.25</p>



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<p>8.5 Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.</p>	<p>Students in iLit read one of two adapted versions of Romeo and Juliet; both are written in dialogue in verse form but at a more accessible reading level and contain background and a summary of the play. iLit also includes an original version of the play to provide teachers with the opportunity to expose struggling readers to the original verse.</p> <p>Genre Study: Drama focused on Romeo and Juliet—Teacher Resources; Independent Reading: other adapted dramas include A Midsummer Night’s Dream, Othello, Hamlet, Macbeth, A Doll’s House</p> <p>For related material see: Plan a Multimedia Presentation Work Time 2.16, 2.17, 4.21 Whole Group 4.16, 4.17, 4.21</p>
<p>8.6 Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<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.</p>
<p>8.6.A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;</p>	<p><u>Reading Strategy: Connect Story Elements: Setting, Plot, Mood</u> Whole Group 1.15, 4.6</p> <p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Whole Group 2.12</p> <p><u>Reading Strategy: Identify and Organize a Sequence of Events</u> Whole Group 1.18 Work Time 1.18</p> <p><u>Reading Strategy: Retell Events to Clarify</u> Read Aloud, Think Aloud 4.16 Work Time 4.16</p>

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<p>8.6.B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and</p>	<p><u>Reading Strategy: Connect Themes to Characters and Plot</u> Whole Group 2.12</p> <p><u>Connect with a Character</u> Work Time 1.6</p> <p><u>Compare and Contrast Two Characters</u> Read Aloud, Think Aloud 1.10, 3.24, 4.3, 4.22 Work Time 1.9, 3.24, 4.4</p> <p><u>Introduce: Analyze Character Development</u> Read Aloud, Think Aloud 5.21 Whole Group 1.14, 2.7 Work Time 2.7</p> <p><u>Reading Strategy: Make Connections Between Characters</u> Whole Group 2.9</p> <p><u>Analyzing How the Novel Draws on Character Types</u> Whole Group 4.5</p>
<p>8.6.C analyze different forms of point of view, including limited versus omniscient, subjective versus objective.</p>	<p>Students can examine point of view as they complete the following activities:</p> <p><u>Introduce: Analyze Character Development</u> Read Aloud, Think Aloud 5.21 Whole Group 1.14, 2.7 Work Time 2.7</p> <p><u>Reading Strategy: Connect Story Elements: Setting, Plot, Mood</u> Whole Group 1.15, 4.6</p>

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<p>8.7 Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.</p>	<p>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length nonfiction literary texts and shorter pieces of nonfiction.</p> <p>Read Aloud, Think Aloud, 1.22–1.23, 2.21–2.22, 3.1–3.23, 5.1–5.18</p>
<p>8.8 Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.</p>	<p>Whole-class and small-group instruction in sensory language is provided during Whole Group, Read Aloud Think Aloud, and Work Time</p> <p><u>Figurative Language</u> Whole Group 3.11, Work Time 3.11,</p> <p><u>Reading Strategy: Visualize Using Similes</u> Read Aloud, Think Aloud 4.5 Work Time 4.5</p> <p><u>Analyze Symbols and Metaphors</u> Whole Group 4.13</p> <p><u>Reading Strategy: Visualize</u> Read Aloud, Think Aloud 1.5, 1.15, 1.18, 2.1, 4.10, 5.9 Whole Group 1.3, 1.4 Work Time 1.3, 1.5, 1.18</p> <p><u>Visualize the Action</u> Read Aloud, Think Aloud 1.7, 3.5</p>

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<b>Reading/Comprehension of Informational Text</b>	
<p>8.9 Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.</p>	<p>Informational texts focusing on culture and history are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day. Opportunities to understand this objective may be found with the following:</p> <p><u>Informational Text: "Remember the Removal"</u> Read Aloud, Think Aloud 3.25</p> <p><u>"The Universal Declaration of Human Rights,"</u> Read Aloud, Think Aloud 5.19</p> <p><u>"Declaration of the Rights of the Child"</u> Read Aloud, Think Aloud 5.20</p> <p><u>Four Perfect Pebbles</u> Read Aloud, Think Aloud 5.1–5.18</p> <p><u>Newspaper Article: "Afghan Girls Stay in School Despite Attacks"</u> Read Aloud, Think Aloud 4.24</p>
<p>8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p>Informational and expository texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Students read informational texts each week during independent Work Time. Students respond to Reading Checkpoints that call on them to make inferences and draw conclusions. They then write a summary of what they have just read and receive personalized instruction and feedback in summary writing.</p>

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<p>8.10.A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;</p>	<p><u>Reading Strategy: Summarizing the Central Idea</u> Read Aloud, Think Aloud 5.11 Work Time 5.11</p> <p><u>Reading Strategy: Determine Main Idea</u> Read Aloud, Think Aloud 3.11 Whole Group 2.19, 3.9 Work Time 3.11</p> <p><u>Reading Strategy: Summarize</u> Read Aloud, Think Aloud 3.17, 3.19, 3.20, 5.10, 5.18 Whole Group 3.13, 5.9 Work Time 3.17, 3.19, 3.20, 5.10, 5.18</p> <p><u>Write a Summary</u> Whole Group 5.9 Work Time 3.13</p> <p><u>Interactive Readings Summary Writing</u> Work Time, 1.2, 1.3, 1.7, 1.8, 1.12, 1.13, 1.17, 1.18, 1.22, 1.23, 2.2, 2.3, 2.7, 2.8, 2.12, 2.13, 2.17, 2.18, 2.22, 2.23, 3.2, 3.3, 3.7, 3.8, 3.12, 3.13, 3.17, 3.18, 3.22, 3.23, 4.2, 4.3, 4.7, 4.8, 4.12, 4.13, 4.17, 4.18, 4.22, 4.23, 5.2, 5.3, 5.7, 5.8, 5.12, 5.13, 5.17, 5.18, 5.22, 5.23</p>

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<p>8.10.B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;</p>	<p><u>"In the Digital Age, Privacy Is Hard to Come By"</u> For related material see: Read Aloud, Think Aloud 1.23</p> <p><u>"Integrated Bus Suggestions"</u> Read Aloud, Think Aloud 3.8</p> <p><u>Identify Claims and Evaluate Evidence</u> Whole Group 4.23</p> <p><u>Reading Strategy: Identify Arguments</u> Work Time 5.3</p> <p><u>Reading Strategy: Identify and Evaluate Arguments and Claims</u> Whole Group 5.23</p>

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<p>8.10.C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p>	<p><u>Reading Strategy: Determine Main Idea</u> Read Aloud, Think Aloud 3.11 Whole Group 2.19, 3.9 Work Time 3.11</p> <p><u>Reading Strategy: Summarizing the Central Idea</u> Read Aloud, Think Aloud 5.11 Work Time 5.11</p> <p><u>Reading Strategy: Make Inferences</u> Read Aloud, Think Aloud 3.8, 3.18, 3.23, 5.20 Whole Group 5.12 Work Time 3.18</p> <p><u>Reading Strategy: Ask Questions to Make Inferences</u> Read Aloud, Think Aloud 5.8 Work Time 5.8</p> <p><u>Reading Strategy: Make Logical Inferences and Predictions</u> Read Aloud, Think Aloud 5.13 Work Time 5.13</p> <p><u>Reading Strategy: Draw Conclusions</u> Work Time 5.13</p> <p><u>Drawing Conclusions vs. Making Inferences</u> Read Aloud, Think Aloud 5.14</p>

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<p>8.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.</p>	<p><u>Reading Strategy: Synthesize Ideas</u> Whole Group 5.18</p> <p>"The Fight Against Child Marriage" and "Iqbal Masih" Read Aloud, Think Aloud 5.23</p> <p><u>"The Universal Declaration of Human Rights,"</u> Read Aloud, Think Aloud 5.19</p> <p><u>"Declaration of the Rights of the Child"</u> Read Aloud, Think Aloud 5.20</p> <p><u>"Marching to Their Own Beat" and "The Freedom Writers Diary"</u> Read Aloud, Think Aloud 4.21</p> <p>"Battling Violence With Violins" and "We Shall Overcome" Read Aloud, Think Aloud 2.24</p>



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8.11 Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	Persuasive texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.
8.11.A compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	<p><u>"In the Digital Age, Privacy Is Hard to Come By"</u> For related material see: Read Aloud, Think Aloud 1.23</p> <p><u>"Integrated Bus Suggestions"</u> Read Aloud, Think Aloud 3.8</p> <p><u>Identify Claims and Evaluate Evidence</u> Whole Group 4.23</p> <p><u>Reading Strategy: Identify Arguments</u> Work Time 5.3</p> <p><u>Reading Strategy: Identify and Evaluate Arguments and Claims</u> Whole Group 5.23</p>
8.11.B analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	<p><u>"In the Digital Age, Privacy Is Hard to Come By"</u> For related material see: Read Aloud, Think Aloud 1.23</p> <p><u>"Integrated Bus Suggestions"</u> Read Aloud, Think Aloud 3.8</p> <p><u>Identify Claims and Evaluate Evidence</u> Whole Group 4.23</p> <p><u>Reading Strategy: Identify Arguments</u> Work Time 5.3</p> <p><u>Reading Strategy: Identify and Evaluate Arguments and Claims</u> Whole Group 5.23</p>

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<p>8.12 Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	<p>Procedural texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p>
<p>8.12.A analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and</p>	<p>For related material see: <u>"In the Digital Age, Privacy Is Hard to Come By"</u> Read Aloud, Think Aloud 1.23</p> <p><u>"Integrated Bus Suggestions"</u> Read Aloud, Think Aloud 3.8</p> <p>Teacher Resources: Genre Study: Procedural Texts</p>
<p>8.12.B evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.</p>	<p>For related material see: <u>"In the Digital Age, Privacy Is Hard to Come By"</u> Read Aloud, Think Aloud 1.23</p> <p><u>"Integrated Bus Suggestions"</u> Read Aloud, Think Aloud 3.8</p> <p>Teacher Resources: Genre Study: Procedural Texts</p>

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<b>Reading/Media Literacy</b>	
<p>8.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>	<p>iLit includes an extensive number of visual texts from Dorling Kindersley and other sources. Instruction in analyzing these texts is provided during the Read Aloud, Think Aloud and Whole Group.</p> <p>In addition, an extensive amount of rich media is included in iLit and serves as the basis for developing media literacy skills.</p>
<p>8.13.A evaluate the role of media in focusing attention on events and informing opinion on issues;</p>	<p><u>Background Video</u> Whole Group 1.2, 1.3, 1.5, 1.10, 1.11, 1.12, 1.13, 1.15, 1.22, 1.24, 2.3, 2.5, 2.7, 2.9, 2.10, 2.13, 2.14, 2.16, 2.18, 2.20, 2.22, 3.1, 3.3, 3.5, 3.13, 3.14, 3.15, 3.15, 3.16, 3.20, 3.21</p> <p><u>Radio Report/Informational Text:</u> <u>"Homeless Teen Shares Her Story"</u> Read Aloud, Think Aloud 5.22</p> <p><u>"In the Digital Age, Privacy Is Hard to Come By"</u> For related material see: Read Aloud, Think Aloud 1.23</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> For related material see: Read Aloud, Think Aloud 4.24</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>

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<p>8.13.B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p>	<p><u>Background Video</u> Whole Group 1.2, 1.3, 1.5, 1.10, 1.11, 1.12, 1.13, 1.15, 1.22, 1.24, 2.3, 2.5, 2.7, 2.9, 2.10, 2.13, 2.14, 2.16, 2.18, 2.20, 2.22, 3.1, 3.3, 3.5, 3.13, 3.14, 3.15, 3.15, 3.16, 3.20, 3.21</p> <p><u>Radio Report/Informational Text: "Homeless Teen Shares Her Story"</u> Read Aloud, Think Aloud 5.22</p> <p><u>"In the Digital Age, Privacy Is Hard to Come By"</u> For related material see: Read Aloud, Think Aloud 1.23</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> For related material see: Read Aloud, Think Aloud 4.24</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>
<p>8.13.C evaluate various techniques used to create a point of view in media and the impact on audience; and</p>	<p><u>Radio Report/Informational Text: "Homeless Teen Shares Her Story"</u> Read Aloud, Think Aloud 5.22</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> For related material see: Read Aloud, Think Aloud 4.24</p>
<p>8.13.D assess the correct level of formality and tone for successful participation in various digital media.</p>	<p><u>"In the Digital Age, Privacy Is Hard to Come By"</u> For related material see: Read Aloud, Think Aloud 1.23</p> <p><u>"Afghan Girls Stay in School Despite Attacks"</u> For related material see: Read Aloud, Think Aloud 4.24</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>

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<b>Writing</b>	
<p>8.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>Students write every day in iLit. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during Work Time, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing. iLit provides instant personalized feedback to their writing that guides them in revision.</p> <p>In addition, the program includes extensive whole class instruction in writing process and the modes of writing.</p>
<p>8.14.A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p>Students Plan and Write an Explanatory Paragraph, 1.4–1.5            Students Plan and Write a Narrative Paragraph, 1.13–1.14            Students Plan, Write, and Revise a Personal Narrative Essay 1.16–1.24            Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24            Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24</p>
<p>8.14.B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	<p>Students Plan and Write an Explanatory Paragraph, 1.4–1.5            Students Plan and Write a Narrative Paragraph, 1.13–1.14            Students Plan, Write, and Revise a Personal Narrative Essay 1.16–1.24            Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24            Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24</p>

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8.14.C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	Students Plan and Write an Explanatory Paragraph, 1.4–1.5 Students Plan and Write a Narrative Paragraph, 1.13–1.14 Students Plan, Write, and Revise a Personal Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
8.14.D edit drafts for grammar, mechanics, and spelling; and	Students Plan and Write an Explanatory Paragraph, 1.4–1.5 Students Plan and Write a Narrative Paragraph, 1.13–1.14 Students Plan, Write, and Revise a Personal Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
8.14.E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Students Plan and Write an Explanatory Paragraph, 1.4–1.5 Students Plan and Write a Narrative Paragraph, 1.13–1.14 Students Plan, Write, and Revise a Personal Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	Students write at least one short literary text in each unit. In addition, Unit 2 includes an extended narrative writing assignment with accompanying whole class, small group, and independent instruction.  <u>Plan, Write, and Revise a Personal Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24

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<p>8.15.A write an imaginative story that: 8.15.A.i sustains reader interest; 8.15.A.ii includes well-paced action and an engaging story line; 8.15.A.iii creates a specific, believable setting through the use of sensory details; 8.15.A.iv develops interesting characters; and 8.15.A.v uses a range of literary strategies and devices to enhance the style and tone; and</p>	<p><u>Write a Narrative Paragraph</u> Whole Group, 1.14–1.15 Work Time, 1.14–1.15</p> <p><u>Write a Personal Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24</p>
<p>8.15.B write a poem using: 8.15.B.i poetic techniques (e.g., rhyme scheme, meter); 8.15.B.ii figurative language (e.g., personification, idioms, hyperbole); and 8.15.B.iii graphic elements (e.g., word position).</p>	<p><u>Genre: Poetry</u> Read Aloud, Think Aloud 1.25</p> <p><u>Reading Strategy: Identifying the main idea of each poem</u> Read Aloud, Think Aloud 4.25</p> <p><u>Introduce Genre: Poetry</u> Read Aloud, Think Aloud 5.25</p>
<p>8.16 Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p>	<p><u>Write a Personal Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24</p>

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<p>8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p><u>Plan a Multimedia Presentation</u> Whole Group 2.16, 2.21, 4.16, 4.17 Work Time 2.16, 2.17, 2.21</p> <p><u>Rehearse a Multimedia Presentation</u> Work Time 2.22</p> <p><u>Give a Multimedia Presentation</u> Work Time 2.23, 2.24</p> <p><u>Take Notes for a Multimedia Presentation (based on how-to essay)</u> Work Time 4.17</p> <p><u>Organize a Multimedia Presentation</u> Whole Group 4.21 Work Time 4.21</p> <p><u>Presentation Skills for a Multimedia Presentation</u> Whole Group 4.22</p>
<p>8.17.A write a multi-paragraph essay to convey information about a topic that:</p> <p>8.17.A.i presents effective introductions and concluding paragraphs;</p> <p>8.17.A.ii contains a clearly stated purpose or controlling idea;</p> <p>8.17.A.iii is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p>8.17.A.iv accurately synthesizes ideas from several sources; and</p> <p>8.17.A.v uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p>	<p><u>Students Write an Explanatory Paragraph</u> Whole Group 1.4–1.5</p> <p><u>Write an Explanatory Essay</u> Whole Group 3.16–3.24 Work Time 3.16–3.24</p> <p><u>Write a How-to essay</u> Whole Group 4.18 Work Time 4.18, 4.20</p>
<p>8.17.B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	<p><u>Letter to the Editor</u> Whole Group 5.3, 5.16</p>



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8.17.C write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	Unit 1—5 weekly Work Time Interactive Reader Critical Responses Unit 2—5 weekly Work Time Interactive Reader Critical Responses Unit 3—5 weekly Work Time Interactive Reader Critical Responses Unit 4—5 weekly Work Time Interactive Reader Critical Responses Unit 5—5 weekly Work Time Interactive Reader Critical Responses
8.17.D produce a multimedia presentation involving text, graphics, images, and sound using available technology.	<p><u>Plan a Multimedia Presentation</u> Whole Group 2.16, 2.21, 4.16, 4.17 Work Time 2.16, 2.17, 2.21</p> <p><u>Rehearse a Multimedia Presentation</u> Work Time 2.22</p> <p><u>Give a Multimedia Presentation</u> Work Time 2.23, 2.24</p> <p><u>Take Notes for a Multimedia Presentation (based on how-to essay)</u> Work Time 4.17</p> <p><u>Organize a Multimedia Presentation</u> Whole Group 4.21 Work Time 4.21</p> <p><u>Presentation Skills for a Multimedia Presentation</u> Whole Group 4.22</p> <p>Teacher’s Resources: Writing Resources— Research Writing</p>

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<p>8.18 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p>	<p>Students write at least one short persuasive text in each unit. In addition, Unit 5 includes an extended persuasive writing assignment with accompanying whole class, small group, and independent instruction.</p>
<p>8.18.A establishes a clear thesis or position; 8.18.B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and 8.18.C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p>	<p>Unit 5 includes an extended persuasive writing assignment where students develop a thesis and develop arguments supported by evidence. Through whole class and independent instruction, students plan, draft, revise, edit, present, and evaluate their Persuasive Nonfiction assignment.</p> <p><u>Write an Argumentative Essay</u> Whole Group and Work Time 5.16–5.24</p> <p><u>Write an Argumentative Paragraph</u> Work Time 5.4, 5.5</p> <p><u>Writing Arguments to Support Claims</u> Whole Group 5.3</p> <p><u>Types of Argumentative Writing</u> Whole Group 5.3</p> <p><u>Reading Strategy: Identify Arguments</u> Work Time 5.3</p>

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<b>Oral and Written Conventions</b>	
8.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. In addition, lessons are included that reinforce oral and written conventions.
8.19.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	<u>Grammar Lessons</u> 1.1-1.5: Common and Proper Nouns; Plural Nouns; Verbs: Action, Linking, Main, and Helping; Subject and Predicate; Four Kinds of Sentences  2.1-2.5: Verb Tenses; Using Helping Verbs; Consistent Verb Tense; Active and Passive Voice; Subject-Verb Agreement  3.1-3.5: Using Nouns in Sentences; Personal Pronouns; Pronouns and Antecedent; Possessives; Indefinite and Reflexive Pronouns; Who and Whom  4.1-4.5: Adjectives; Adverbs; Conjunctions 1; Conjunctions 2; Fragments and Run-ons  5.1-5.5: Commas, Semicolons, and Colons; Quotation Marks for Quotations, Dialogue, and Titles; Correct Capitalization; Negatives and Contractions; Parallel Structure
8.19.A.i verbs (perfect and progressive tenses) and participles;	<u>Verb Tenses; Using Helping Verbs; Consistent Verb Tense</u> Grammar Study Plan, 2.1-2.5
8.19.A.ii appositive phrases;	Students can incorporate appositive phrases while drafting, revising, and editing writing assignments such as the ones found in the following lessons:  Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24

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8.19.A.iii adverbial and adjectival phrases and clauses;	<u>Adjectives &amp; Adverbs</u> Grammar Study Plan, 4.1-4.5
8.19.A.iv relative pronouns (e.g., whose, that, which); and	<u>Pronouns and Antecedent</u> Grammar Study Plan, 3.1-3.5
8.19.A.v subordinating conjunctions (e.g., because, since);	<u>Conjunctions</u> Grammar Study Plan, 4.1-4.5
8.19.B write complex sentences and differentiate between main versus subordinate clauses; and	<u>Four Kinds of Sentences</u> Grammar Study Plan, 1.1-1.5  <u>Fragments and Run-ons</u> Grammar Study Plan, 4.1-4.5  <u>Conjunctions</u> Grammar Study Plan, 4.1-4.5  <u>Parallel Structure</u> Grammar Study Plan, 5.1-5.5
8.19.C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	<u>Four Kinds of Sentences</u> Grammar Study Plan, 1.1-1.5  <u>Verb Tenses; Using Helping Verbs; Consistent Verb Tense</u> Grammar Study Plan, 2.1-2.5  <u>Fragments and Run-ons</u> Grammar Study Plan, 4.1-4.5  <u>Adjectives &amp; Adverbs</u> Grammar Study Plan, 4.1-4.5  <u>Conjunctions</u> Grammar Study Plan, 4.1-4.5  <u>Parallel Structure</u> Grammar Study Plan, 5.1-5.5

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<p>8.20 Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time.</p>
<p>8.20.A use conventions of capitalization; and 8.20.B use correct punctuation marks, including: 8.20.B.i commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and 8.20.B.ii semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p>	<p><u>Grammar Study Plan</u> 5.1-5.5: Commas, Semicolons, and Colons; Quotation Marks for Quotations, Dialogue, and Titles; Correct Capitalization; Negatives and Contractions; Parallel Structure</p>

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<p>8.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</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>Spelling Study Plans</u></p> <p>1.6-1.10: Getting Letters in Correct Order; Short Vowels; Vowel Sounds with <i>R</i>; Vowels in Final Syllables; Using Just Enough Letters</p> <p>2.6-2.10: Tricky Consonants; The Schwa Sound; Vowel Sounds in <i>rule</i> and <i>view</i>; Including All the Letters; Words with No Sound Clues</p> <p>3.6-3.10: One Word or Two?; Irregular Plurals; Compound Words; Contractions; Possessives</p> <p>4.6-4.10: Negative Prefixes; Opposite Prefixes; Suffixes <i>-ation, -ion, -tion</i>; Suffixes <i>-ate, -ive, -ship</i>; Suffixes <i>-ance, -ence, -ant, -ent</i></p> <p>5.6-5.10: Related Words; Homophones; Easily Confused Words; Words from Many Cultures; Words from Greek and Latin</p>

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<b>Research</b>	
<p>8.(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 3 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p>
<p>8.22.A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and 8.22.B apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p>	<p>Teacher's Resources: Writing Resources— Research Writing</p> <p><u>Conduct Research; Types of Sources: Print and Online Sources</u> Whole Group 2.8 Work Time 2.8</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Whole Group 2.17</p> <p><u>Take Notes for Multimedia Presentation (online or library research)</u> Work Time 4.17</p> <p><u>Students plan, research organize, and deliver a Multimedia Presentation</u> Whole Group 2.16, 2.21, 4.16, 4.17, 4.22 Work Time 2.16, 2.17, 2.21, 2.22, 2.23, 2.24</p>

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<p>8.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 3 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p>
<p>8.23.A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; 8.23.B categorize information thematically in order to see the larger constructs inherent in the information; 8.23.C record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and 8.23.D differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</p>	<p><u>Conduct Research; Types of Sources; Print and Online Sources</u> Whole Group 2.8 Work Time 2.8</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Whole Group 2.17</p> <p><u>Take Notes for Multimedia Presentation (online or library research)</u> Work Time 4.17</p> <p>Teacher's Resources: Writing Resources— Research Writing</p>
<p>8.24 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 3 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.</p>



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<p>8.24.A narrow or broaden the major research question, if necessary, based on further research and investigation; and 8.24.B utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.</p>	<p><u>Students plan, research organize, and deliver a Multimedia Presentation</u> Whole Group 2.16, 2.21, 4.16, 4.17, 4.22 Work Time 2.16, 2.17, 2.21, 2.22, 2.23, 2.24</p> <p><u>Conduct Research; Types of Sources; Print and Online Sources</u> Whole Group 2.8 Work Time 2.8</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Whole Group 2.17</p> <p>Teacher’s Resources: Writing Resources—Research Writing</p>
<p>8.25 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In Unit 3 students research a role model for an Expository Nonfiction project. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p>
<p>8.25.A draws conclusions and summarizes or paraphrases the findings in a systematic way; 8.25.B marshals evidence to explain the topic and gives relevant reasons for conclusions; 8.25.C presents the findings in a meaningful format; and 8.25.D follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>	<p><u>Students plan, research organize, and deliver a Multimedia Presentation</u> Whole Group 2.16, 2.21, 4.16, 4.17, 4.22 Work Time 2.16, 2.17, 2.21, 2.22, 2.23, 2.24</p> <p><u>Conduct Research; Types of Sources; Print and Online Sources</u> Whole Group 2.8 Work Time 2.8</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Whole Group 2.17</p>

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<b>Listening and Speaking</b>	
<p>8.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.</p>
<p>8.26.A listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</p>	<p><u>Partner Conversation: Interview</u> Classroom Conversation 1.5, 1.16</p> <p><u>Multimedia Presentation Evaluation</u> Work Time 2.23, 2.24, 4.23, 4.24</p> <p><u>Plan an Interview</u> Whole Group 2.18 Work Time 2.18</p>
<p>8.26.B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</p>	<p><u>Organize a Presentation: Planning a Multimedia Presentation</u> Whole Group 2.16, 4.21 Work Time 2.16, 2.17, 4.21</p> <p><u>Rehearse Presentations</u> Work Time 2.22</p> <p><u>Presentation Skills for the Multimedia Project</u> Whole Group 4.22</p> <p><u>Present Multimedia Presentations</u> Work Time 2.23, 2.24, 4.23, 4.24</p>

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<p>8.26.C summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</p>	<p><u>Take Notes for Multimedia Presentation</u> Work Time 4.17</p> <p><u>Conduct Research; Types of Sources: Print and Online Sources</u> Whole Group 2.8 Work Time 2.8</p> <p><u>Reading Strategy: Identify Sources and Take Notes</u> Whole Group 2.17</p> <p><u>Organize a Presentation; Planning a Multimedia Presentation</u> Whole Group 2.16, 4.21 Work Time 2.16, 2.17, 4.21</p> <p><u>Rehearse Presentations</u> Work Time 2.22</p> <p><u>Presentation Skills for the Multimedia Project</u> Whole Group 4.22</p> <p><u>Present Multimedia Presentations</u> Work Time 2.23, 2.24, 4.23, 4.24</p>

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<p>8.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	<p>Students are involved in daily structured speaking and listening activities during classroom conversation. In addition, students are expected to deliver and evaluate a formal Multimedia Presentation.</p> <p>All Lessons: Classroom Conversation</p> <p><u>Organize a Presentation; Planning a Multimedia Presentation</u> Whole Group 2.16, 4.21 Work Time 2.16, 2.17, 4.21</p> <p><u>Rehearse Presentations</u> Work Time 2.22</p> <p><u>Presentation Skills for the Multimedia Project</u> Whole Group 4.22</p> <p><u>Present Multimedia Presentations</u> Work Time 2.23, 2.24, 4.23, 4.24</p>

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<p>8.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>Students engage daily in speaking on topics relating to the whole-class anchor texts during Classroom Conversation. Frequently, the Classroom Conversation activities call on students to work productively in groups and to reach consensus on the topics.</p> <p><u>Partner Conversation: Interview</u> Classroom Conversation 1.5, 1.16</p> <p><u>Small Group Conversation</u> Classroom Conversation 1.3, 3.1, 3.2, 3.6, 3.16, 3.19, 3.21, 4.18, 4.21, 4.22</p> <p><u>Small Group Discussion</u> Classroom Conversation 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.19, 1.20, 1.23, 2.2, 2.3, 2.8, 2.10, 2.13, 2.20, 2.21, 2.24, 4.15, 4.22, 5.2, 5.16</p> <p><u>Whole Class/Group Discussion</u> Classroom Conversation 1.1, 1.15, 1.22, 1.24, 2.4, 2.5, 2.17, 2.18, 2.22, 4.23, 4.24, 5.1, 5.5, 5.10, 5.13, 5.19, 5.20</p> <p><u>Plan an Interview</u> Whole Group 2.18 Work Time 2.18</p> <p><u>Organize a Presentation; Planning a Multimedia Presentation</u> Whole Group 2.16, 4.21 Work Time 2.16, 2.17, 4.21</p> <p><u>Rehearse Presentations</u> Work Time 2.22</p> <p><u>Presentation Skills for the Multimedia Project</u> Whole Group 4.22</p> <p><u>Present Multimedia Presentations</u> Work Time 2.23, 2.24, 4.23, 4.24</p>