

**Houghton Mifflin Harcourt
Collections ©2017
Grade 8**

correlated to the

**Common Core State Standards
English Language Arts
Grade 8**

CCSS Standards	HMH Collections (TE pages in BOLD)
Reading Standards for Literature	
Key Ideas and Details	
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	INSTRUCTION Student Edition/Teacher’s Edition: 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 27, 30a, 75, 76, 77, 77, 90, 92, 93, 95, 95, 105, 106, 108, 109, 110, 111, 114, 115, 117, 167, 168, 169, 170, 176a, 200, 213, 214, 215, 216, 218, 220, 221, 222, 223, 224, 228a, 230, 232, 232, 279, 280, 281, 282, 283, 284, 286, 287, 288, 290, 291, 295, 297, 298, 300, 302, 308, 309, 310, 312, 313, 314, 317, 320, 323, 324, 324, 325, 331, 332, 335, 344, 345, 347, 351, 354, 354, 354a, 388a, 397, 399, 400, 428, 430, 430, 431, 433, 436a APPLICATION Student Edition/Teacher’s Edition: 3–26, 3–26, 30a, 75–76, 75–76, 89–94, 89–94, 105–116, 105–116, 167–172, 167–172, 176a, 199–200, 199–200, 213–224, 213–224, 228a, 229–231, 229–231, 279–323, 279–323, 325–352, 325–352, 354a, 385–386, 385–386, 388a, 395–400, 395–400, 427–429, 427–429, 431, 431, 433, 433, 436a Close Reader/Teacher’s Edition: 3–8, 30b–30g, 21–30, 98b–98i, 31–34, 120b–120e, 49–62, 176b–176k, 71–78, 228–228g, 79–82, 234b–234e, 91–108, 354b–354m, 111–124, 404b–404k, 131–134, 436b–436e

CCSS Standards		HMH Collections (TE pages in BOLD)
		ASSESSMENT Student Edition/Teacher’s Edition: 28, 28 , 78, 78 , 96, 96 , 118, 118 , 174, 174 , 202, 202 , 226, 226 , 233, 233 , 324, 324 , 388, 388 , 402, 402 , 430, 430 , 432, 432 , 434, 434 , 436, 436
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	INSTRUCTION Student Edition/Teacher’s Edition: 30a, 107, 108, 109, 113, 116, 117, 117, 120a, 167, 173, 173, 176a, 213, 214, 218, 223, 224, 225, 225, 230, 232, 232, 234a, 388a, 404a, 431 APPLICATION Student Edition/Teacher’s Edition: 30a, 105–116, 105–116, 120a, 167–172, 167–172, 176a, 213–224, 213–224, 229–231, 229–231, 234a, 385–386, 385–386, 388a, 404a, 427–429, 427–429, 431, 431, 433, 433 Close Reader/Teacher’s Edition: 31–34, 120b–120e , 49–62, 176b–176k , 71–78, 228–228g , 79–82, 234b–234e , 131–134, 436b–436e INSTRUCTION/APPLICATION Standards Support and Enrichment <ul style="list-style-type: none"> • Summarizing and Paraphrasing • Summarizing a Poem ASSESSMENT Student Edition/Teacher’s Edition: 28, 28 , 118, 118 , 124, 124 , 174, 174 , 226, 226 , 233, 233 , 388, 388 , 402, 402 , 432, 432 , 434, 434 , 436, 436

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 3, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27, 30a, 98a, 105, 106, 108, 110, 111, 112, 115, 117, 117, 169, 173, 173, 215, 217, 221, 222, 225, 225, 228a, 282, 283, 284, 286, 288, 289, 290, 294, 295, 296, 298, 300, 308, 310, 313, 320, 323, 324, 324, 326, 327, 328, 329, 331, 332, 335, 336, 341, 344, 345, 349, 353, 353, 354a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–26, 3–26, 30a, 98a, 105–116, 105–116, 167–172, 167–172, 213–224, 213–224, 228a, 279–323, 279–323, 325–352, 325–352, 354a</p> <p>Close Reader/Teacher’s Edition: 3–8, 30b–30g, 49–62, 176b–176k, 71–78, 228–228g, 91–108, 354b–354m</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Analyzing a Novel: Bud, Not Buddy • Analyzing a Novel: The Adventures of Tom Sawyer <p>ASSESSMENT Student Edition/Teacher’s Edition: 28, 28, 96, 96, 118, 118, 174, 174, 226, 226, 324, 324, 354, 354, 402, 402</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Craft and Structure		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 7, 16, 18, 19, 70a, 75, 76, 77, 77, 78a, 91, 94, 105, 110, 115, 168, 169, 170, 171, 172, 173, 173, 200, 201, 201, 202a, 214, 219, 221, 225, 225, 231, 234a, 283, 285, 287, 288, 289, 294, 297, 299, 301, 302, 306, 312, 315, 316, 323, 328, 334, 337, 342, 348, 386, 387, 387, 388a, 396, 399, 400, 401, 401, 428, 429, 430, 430, 436a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 3–26, 3–26, 70a, 75–76, 75–76, 78a, 89–94, 89–94, 105, 110, 115, 167–172, 167–172, 199–200, 199–200, 202a, 213–224, 213–224, 229–231, 229–231, 283, 285, 287, 288, 289, 294, 297, 299, 301, 302, 306, 312, 315, 316, 323, 328, 334, 337, 342, 348, 385–386, 385–386, 388a, 395–400, 395–400, 427–429, 431, 431, 433, 433, 436a</p> <p>Close Reader/Teacher’s Edition: 21–30, 98b–98i, 49–62, 176b–176k, 91–108, 354b–354m, 111–124, 404b–404k, 131–134, 436b–436e</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Word Choice and Diction • Analogy • Allusion • Levels of Language <p>ASSESSMENT Student Edition/Teacher’s Edition: 28, 28, 78, 78, 96, 96, 174, 174, 202, 202, 226, 226, 233, 233, 234a, 388, 388, 402, 402, 430, 430, 434, 434, 436, 436</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 200, 201, 201, 202a, 368a, 431, 432, 432, 433, 434, 434, 435, 435, 436a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 199–200, 199–200, 202a, 368a, 427–429, 431, 431, 433, 433, 436a</p> <p>Close Reader/Teacher’s Edition: 79–82, 234b–234e, 111–124, 404b–404k, 131–134, 436b–436e</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment • Comparing Texts</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 202, 202, 233, 233, 432, 432, 434, 434, 436, 436</p>
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 89, 90, 92, 93, 95, 95, 98a, 328, 395, 396, 397, 398, 399, 401, 401, 404a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 89–94, 89–94, 98a, 328, 395–400, 395–400</p> <p>Close Reader/Teacher’s Edition: 21–30, 98b–98i, 111–124, 404b–404k</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 96, 96, 118, 118, 402, 402</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Integration of Knowledge and Ideas		
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 122, 123, 123, 124a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 105–116, 105–116, 121–122, 121–122, 124a</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment • Comparing Literature to a Video Version</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 124, 124</p>
RL.8.8	(Not applicable to literature)	

CCSS Standards		HMH Collections (TE pages in BOLD)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 75, 76, 77, 77, 78a, 108, 109, 113, 117, 117, 120a</p> <p>APPLICATION 75–77, 75–77, 78a, 105–116, 105–116, 120a</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment • Analyzing Traditional Material in Modern Fiction • Literature and the Bible</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 78, 78, 118, 118</p>
Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	<p>APPLICATION Student Edition/Teacher’s Edition: 199–202, 199A, 199–202, 213–226, 213A, 213–226, 279–354, 279A, 279–354, 395–402, 395A, 395–402, 427–434, 427A, 427–434</p> <p>Close Reader/Teacher’s Edition: 3–8, 30b–30g, 21–30, 98b–98i, 49–62, 176b–176k, 91–108, 354b–354m, 131–134, 436b–436e</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Reading Standards for Informational Text		
Key Ideas and Details		
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 32, 34, 35, 36, 41, 42, 44, 45, 46, 48, 53, 54, 59, 61, 62, 63, 65, 100, 125, 127, 128, 144, 145, 146, 153, 155, 156, 157, 158, 159, 160, 161, 166a, 178, 179, 180, 182, 183, 185, 188, 190, 191, 193, 247, 248, 249, 251, 253, 254, 255, 255, 256, 257, 258, 258, 356, 357, 358, 359, 362, 363, 364, 365, 366, 366, 405, 407, 408, 410, 411, 412, 413, 415, 415, 418a, 420, 422, R22–28, R22–R28</p> <p>APPLICATION Student Edition/Teacher’s Edition: 31–36, 31–36, 41–49, 41–49, 53–66, 53–66, 125–128, 125–128, 143–147, 143–147, 151–162, 151–162, 166a, 177–194, 177–194, 247–254, 247–254, 256–257, 256–257, 355–365, 355–365, 405–414, 405–414, 418a, R23, R23</p> <p>Close Reader/Teacher’s Edition: 9–12, 52b–52e, 13–18, 70b–70g, 35–40, 132b–132g, 43–48, 150b–150g, 63–68, 198b–198g, 83–88, 246b–246g, 125–130, 418b–418g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 38, 38, 51, 51, 68, 68, 74, 74, 103, 103, 130, 130, 149, 149, 164, 164, 196, 196, 244, 244, 255, 255, 258, 258, 260, 260, 367, 367, 376, 376, 384, 384, 416, 416, 425, 425</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 32, 37, 37, 40a, 125, 126, 127, 128, 129, 129, 132a, 246a, 247, 248, 249, 251, 253, 254, 255, 255, 256, 262a, R16–R21, R16–R21, R22–R28, R22–R28</p> <p>APPLICATION Student Edition/Teacher’s Edition: 31–36, 31–36, 40a, 125–128, 125–128, 132a, 246a, 247–254, 247–254, 256–257, 256–257, 262a, R17, R17, R20, R20</p> <p>Close Reader/Teacher’s Edition: 35–40, 132b–132g, 43–48, 150b–150g, 125–130, 418b–418g</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Summarizing and Paraphrasing • Cross-Curricular Connections: The History of Paddleboats <p>ASSESSMENT Student Edition/Teacher’s Edition: 38, 38, 68, 68, 74, 74, 103, 103, 130, 130, 255, 255, 260, 260, 367, 367, 376, 376, 384, 384, 416, 416, 425, 425</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p>INSTRUCTION Student Edition/Teacher’s Edition: 31, 34, 37, 37, 43, 46, 49, 50, 50, 52a, 56, 58, 59, 62, 64, 66, 67, 67, 125, 127, 128, 129, 129, 132a, 144, 145, 146, 147, 148, 148, 150a, 151, 152, 153, 155, 157, 158, 159, 160, 161, 163, 163, 166a, 178, 179, 180, 185, 188, 190, 195, 195, 198a, 248, 249, 251, 254, 255, 255, 256, 257, 258, 258, 355, 357, 361, 362, 365, 366, 366, 368a, R16–R21, R16–R21</p> <p>APPLICATION Student Edition/Teacher’s Edition: 31–36, 31–36, 41–49, 41–49, 52a, 53–66, 53–66, 125–128, 125–128, 132a, 143–147, 143–147, 150a, 151–162, 151–162, 166a, 177–194, 177–194, 198a, 247–254, 247–254, 256–257, 256–257, 355–365, 355–365, 368a, R18, R18, R25, R25</p> <p>Close Reader/Teacher’s Edition: 9–12, 52b–52e, 35–40, 132b–132g, 43–48, 150b–150g, 63–68, 198b–198g, 125–130, 418b–418g</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Analogy • Cross-Curricular Connections: Lewis and Clark <p>ASSESSMENT Student Edition/Teacher’s Edition: 38, 38, 51, 51, 68, 68, 74, 74, 103, 103, 130, 130, 149, 149, 164, 164, 196, 196, 244, 244, 260, 260, 367, 367, 376, 376, 416, 416</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Craft and Structure		
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 33, 47, 53, 55, 56, 57, 58, 59, 60, 61, 63, 65, 67, 67, 70a, 99, 100, 102, 102, 127, 143, 153, 154, 155, 156, 158, 159, 161, 162, 163, 163, 179, 181, 183, 184, 186, 189, 191, 192, 193, 195, 195, 238, 243, 252, 258, 258, 360, 361, 371, 373, 375, 375, 380, 381, 382, 383, 383, 384a, 405, 408, 409, 411, 413, 414, 415, 415</p> <p>APPLICATION Student Edition/Teacher’s Edition: 33, 47, 53–66, 53–66, 70a, 99–101, 99–101, 127, 143, 151–162, 151–162, 177–194, 177–194, 238, 360, 361, 369–374, 369–374, 379–382, 379–382, 384a, 405–414, 405–414, R24, R24</p> <p>Close Reader/Teacher’s Edition: 13–18, 70b–70g, 43–48, 150b–150g, 63–68, 198b–198g, 125–130, 418b–418g</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Analogy • Building Your Vocabulary • Technical Vocabulary <p>ASSESSMENT Student Edition/Teacher’s Edition: 38, 38, 51, 51, 68, 68, 103, 103, 130, 130, 149, 149, 164, 164, 196, 196, 244, 244, 258, 258, 367, 367, 376, 376, 376, 384, 384, 416, 416, 425, 425</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 34, 37, 37, 146, 148, 148, 150a, 151, 152, 153, 154, 155, 156, 158, 159, 161, 162, 163, 163, 166a, 178, 179, 180, 185, 188, 195, 195, 198a, 236, 239, 243, 243, 247, 249, 253, 255, 255, 380, 382, 384a, 406, 418a, 420, 421, 422, 424, 424, R16–R21, R16–R21</p> <p>APPLICATION Student Edition/Teacher’s Edition: 31–36, 31–36, 143–147, 143–147, 149, 149, 150a, 151–162, 151–162, 166a, 177–194, 177–194, 198a, 235–242, 235–242, 247–254, 247–254, 256–257, 256–257, 379–382, 379–382, 384a, 406, 418a, 419–423, 419–423, R17, R17, R20, R20, R21, R21, R25, R25</p> <p>Close Reader/Teacher’s Edition: 43–48, 150b–150g, 63–68, 198b–198g</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment <ul style="list-style-type: none"> • Cross-Curricular Connections: Lewis and Clark </p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 38, 38, 68, 68, 149, 149, 164, 164, 196, 196, 244, 244, 255, 255, 260, 260, 367, 367, 384, 384, 425, 425</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 35, 40a, 47, 101, 102, 102, 104a, 125, 127, 128, 129, 129, 132a, 143, 144, 147, 148, 148, 150a, 182, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243, 246a, 355, 357, 359, 361, 365, 366, 366, 368a, 369, 370, 372, 374, 375, 375, 378a, 420, R16–R21, R16–R12, R22–28, R22–R28</p> <p>APPLICATION Student Edition/Teacher’s Edition: 35, 40a, 47, 99–101, 99–101, 104a, 125–128, 125–128, 132a, 143–147, 143–147, 150a, 182, 235–242, 235–242, 246a, 355–365, 355–365, 368a, 369–374, 369–374, 378a, 420, R22, R22</p> <p>Close Reader/Teacher’s Edition: 13–18, 70b–70g, 43–48, 150b–150g, 83–88, 246b–246g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 74, 74, 103, 103, 130, 130, 149, 149, 244, 244, 367, 367, 376, 376, 384, 384, 416, 416, 425, 425</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Integration of Knowledge and Ideas		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 72, 73, 73, 74a, 122, 123, 123, 258, 258, 268, 268, 268a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 71–72, 71–72, 74a, 121–122, 121–122, 247–254, 247–254, 256–257, 256–257, 263–268, 263–268, 268a</p> <p>Close Reader/Teacher’s Edition: 83–88, 246b–246g</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment • Evaluating Media Choices</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 74, 74, 124, 124, 258, 258, 268, 268</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 70a, 236, 237, 238, 239, 240, 241, 242, 243, 243, 246a, 256, 257, 258, 258, 378a, 419, 421, 422, 423, 424, 424, 426a, R22–R28, R22–R28</p> <p>APPLICATION Student Edition/Teacher’s Edition: 70a, 235–242, 235–242, 246a, 247–254, 247–254, 256–257, 256–257, 378a, 419–423, 419–423, 426a, R22, R22, R27, R27, R28, R28</p> <p>Close Reader/Teacher’s Edition: 83–88, 246b–246g, 125–130, 418b–418g</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 244, 244, 258, 258, 260, 260, 376, 376, 425, 425</p>
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<p>INSTRUCTION Student Edition/Teacher’s Edition: 259, 259, 262a</p> <p>APPLICATION Student Edition/Teacher’s Edition: 235–242, 235–242, 247–254, 247–254, 262a</p> <p>INSTRUCTION/APPLICATION Standards Support and Enrichment • Comparing Texts on the Same Topic</p> <p>ASSESSMENT Student Edition/Teacher’s Edition: 244, 244, 260, 260</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Range of Reading and Level of Text Complexity		
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	APPLICATION Student Edition/Teacher’s Edition: 41–51, 41a , 41–51 , 125–130, 125a , 125–130 , 247–258, 247a , 247–258 , 405–416, 405a , 405–416 , 419–425, 419a , 419–425 Close Reader/Teacher’s Edition: 9–12, 52b–52e , 35–40, 132b–132g , 43–48, 150b–150g , 63–68, 198b–198g , 83–88, 246b–246g , 125–130, 418b–418g

CCSS Standards		HMH Collections (TE pages in BOLD)
Writing Standards		
Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons:</p> <ul style="list-style-type: none"> Writing Arguments • Introduction • What Is a Claim? • Support: Reasons and Evidence • Building Effective Support • Creating a Coherent Argument • Persuasive Techniques • Formal Style • Concluding Your Argument <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 203–206, 203–206, 273–276, 273–276, 441–444, 441–444, R2–R3, R2–R3</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 203–206, 203–206, 260, 260, 268, 268, 273–276, 273–276, 388, 388, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Arguments • What Is a Claim? • Creating a Coherent Argument</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R2–R3, R2–R3</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 260, 260, 268, 268, 273–276, 273–276, 388, 388, 441–444, 441–444</p>
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Arguments • Support: Reasons and Evidence • Building Effective Support</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R2–R3, R2–R3</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 260, 260, 268, 268, 273–276, 273–276, 388, 388, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Arguments</p> <ul style="list-style-type: none"> • Creating a Coherent Argument <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R2–R3, R2–R3</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 388, 388, 441–444, 441–444</p>
W.8.1d	Establish and maintain a formal style.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons:</p> <ul style="list-style-type: none"> • Formal Style <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R2–R3, R2–R3</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 388, 388, 441–444, 441–444</p>
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Arguments</p> <ul style="list-style-type: none"> • Concluding Your Argument <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R2–R3, R2–R3</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 273–276, 273–276, 388, 388, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Introduction • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Elaboration • Using Graphics and Multimedia • Precise Language and Vocabulary • Formal Style <p>Using Textual Evidence</p> <ul style="list-style-type: none"> • Writing an Outline <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 262a, 269–272, 269–272, 389–392, 389–392, R4–R5, R4–R5</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Workplace Writing <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 28, 28, 68, 68, 79–82, 79–82, 118, 118, 137–140, 137–140, 149, 149, 196, 196, 207–210, 207–210, 226, 226, 269–272, 269–272, 389–392, 389–392</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Developing a Topic • Organizing Ideas • Introductions and Conclusions • Using Graphics and Multimedia <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, R4–R5, R4–R5</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392</p>
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Elaboration <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, R4–R5, R4–R5</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 118, 118, 137–140, 137–140, 149, 149, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Organizing Ideas <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, R4–R5, R4–R5</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392</p>
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Precise Language and Vocabulary <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, R4–R5, R4–R5</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.2e	Establish and maintain a formal style.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Formal Style <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, R4–R5, R4–R5</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392</p>
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Informative Texts</p> <ul style="list-style-type: none"> • Introductions and Conclusions <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 389–392, 389–392, R4–R5, R4–R5</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 137–140, 137–140, 207–210, 207–210, 389–392, 389–392</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Introductions • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 38, 38, 83–86, 83–86, 96, 96, 437–440, 437–440</p>
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Structure • Narrative Techniques • The Language of Narrative <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 96, 96, 437–440, 437–440</p>
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Structure <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • The Language of Narrative <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440</p>
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing Narratives</p> <ul style="list-style-type: none"> • Narrative Structure <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 83–86, 83–86, 437–440, 437–440</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Production and Distribution of Writing		
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Task, Purpose, and Audience <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 83–86, 83–86, 133–136, 133–136, 137–140, 137–140, 207–210, 207–210, 262a, 269–272, 269–272, 273–276, 273–276, 389–392, 389–392, 437–440, 437–440, 441–444, 441–444, R2–R3, R2–R3, R4–R5, R4–R5, R6–R7, R6–R7</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 28, 28, 79–82, 79–82, 83–86, 83–86, 96, 96, 133–136, 133–136, 137–140, 137–140, 203–206, 203–206, 207–210, 207–210, 226, 226, 260, 260, 269–272, 269–272, 273–276, 273–276, 354, 354, 376, 376, 388, 388, 389–392, 389–392, 402, 402, 436, 436, 437–440, 437–440, 441–444, 441–444</p>
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Introduction • Planning and Drafting • Revising and Editing • Trying a New Approach <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 83–86, 83–86, 133–136, 133–136, 137–140, 137–140, 203–206, 203–206, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, 437–440, 437–440, 441–444, 441–444</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 72–82, 83–86, 83–86, 133–136, 133–136, 137–140, 137–140, 203–206, 203–206, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, 437–440, 437–440, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Producing and Publishing with Technology</p> <ul style="list-style-type: none"> • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 133–136, 133–136, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 437–440, 437–440, 441–444, 441–444</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 83–86, 83–86, 133–136, 133–136, 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 389–392, 389–392, 437–440, 437–440, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Research to Build and Present Knowledge		
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Conducting Research</p> <ul style="list-style-type: none"> • Introduction • Starting Your Research • Types of Sources • Using the Library for Research • Conducting Field Research • Using the Internet for Research • Refocusing Your Inquiry <p>Using Textual Evidence</p> <ul style="list-style-type: none"> • Synthesizing Information <p>Student Edition/Teacher’s Edition: 198a, 203–206, 203–206, 207–210, 207–210, 389–392, 389–392, R8–R11, r8–r11</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 38, 38, 51, 51, 68, 68, 74, 74, 78, 78, 118, 118, 164, 164, 174, 174, 196, 196, 203–206, 203–206, 207–210, 207–210, 244, 244, 268, 268, 384, 384, 389–392, 389–392, 425, 425</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons:</p> <p>Conducting Research</p> <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research <p>Evaluating Sources</p> <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability <p>Using Textual Evidence</p> <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution <p>Student Edition/Teacher’s Edition: 70a, 79–82, 79–82, 133–136, 133–136, 273–276, 273–276, 441–444, 441–444, R8–R11, R8–R11</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 51, 51, 68, 68, 79–82, 79–82, 118, 118, 133–136, 133–136, 174, 174, 196, 196, 273–276, 273–276, 384, 384, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons:</p> <p>Writing Informative Texts</p> <ul style="list-style-type: none"> • Elaboration <p>Conducting Research</p> <ul style="list-style-type: none"> • Taking Notes <p>Using Textual Evidence</p> <ul style="list-style-type: none"> • Introduction • Synthesizing Information • Summarizing, Paraphrasing, and Quoting <p>Student Edition/Teacher’s Edition: 137–140, 137–140, 203–206, 203–206, 207–210, 207–210, 269–272, 269–272, 273–276, 273–276, 389–392, 389–392, 441–444, 441–444</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 28, 28, 78, 78, 96, 96, 118, 118, 137–140, 137–140, 149, 149, 164, 164, 196, 196, 203–206, 203–206, 207–210, 207–210, 226, 226, 233, 233, 260, 260, 269–272, 269–272, 273–276, 273–276, 354, 354, 376, 376, 384, 384, 388, 388, 389–392, 389–392, 402, 402, 436, 436, 441–444, 441–444</p>
W.8.9a	Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	<p>INSTRUCTION/APPLICATION</p> <p>Student Edition/Teacher’s Edition: 137–140, 137–140, 207–210, 207–210, 269–272, 269–272, 441–444, 441–444</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 28, 28, 78, 78, 96, 96, 118, 118, 137–140, 137–140, 207–210, 207–210, 226, 226, 233, 233, 269–272, 269–272, 354, 354, 388, 388, 402, 402, 436, 436, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
W.8.9b	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<p>INSTRUCTION/APPLICATION</p> <p>Student Edition/Teacher’s Edition: 207–210, 207–210, 273–276, 273–276, 389–392, 389–392, 441–444, 441–444</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 149, 149, 164, 164, 196, 196, 207–210, 207–210, 260, 260, 273–276, 273–276, 376, 376, 384, 384, 389–392, 389–392, 441–444, 441–444</p>
Range of Writing		
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons:</p> <p>Writing as a Process</p> <ul style="list-style-type: none"> • Task, Purpose, and Audience <p>Writing Arguments Writing</p> <p>Informative Texts Writing</p> <p>Narratives</p> <p>Using Textual Evidence</p> <p>Student Edition/Teacher’s Edition: 79–82, 79–82, 83–86, 83–86, 137–140, 137–140, 203–206, 203–206, 207–210, 207–210, 262a, 269–272, 269–272, 389–392, 389–392, 441–444, 441–444</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 28, 28, 51, 51, 68, 68, 79–82, 79–82, 83–86, 83–86, 96, 96, 118, 118, 137–140, 137–140, 149, 149, 196, 196, 203–206, 203–206, 207–210, 207–210, 226, 226, 260, 260, 269–272, 269–272, 273–276, 273–276, 354, 354, 376, 376, 388, 388, 389–392, 389–392, 402, 402, 436, 436, 441–444, 441–444</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Introduction • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion <p>Student Edition/Teacher's Edition: 26, 26, 36, 36, 49, 49, 66, 66, 72, 72, 76, 76, 94, 94, 101, 101, 104a, 116, 116, 122, 122, 128, 128, 147, 147, 150a, 162, 162, 172, 172, 194, 194, 200, 200, 203–206, 203–206, 207–210, 207–210, 224, 224, 231, 231, 242, 242, 257, 257, 266, 266, 352, 352, 365, 365, 374, 374, 382, 382, 386, 386, 400, 400, 414, 414, 423, 423, 433, 433, R12–R13, R12–R13</p> <p>Close Reader/Teacher's Edition: 404b–404k</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion <p>ASSESSMENT</p> <p>Student Edition/Teacher's Edition: 38, 38, 78, 78, 96, 96, 103, 103, 118, 118, 130, 130, 149, 149, 164, 164, 174, 174, 202, 202, 203–206, 203–206, 207–210, 207–210, 233, 233, 367, 367, 376, 376, 384, 384, 416, 416</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Preparing for Discussion <p>Student Edition/Teacher’s Edition: 36, 36, 66, 66, 76, 76, 94, 94, 101, 101, 103, 103, 116, 116, 122, 122, 147, 147, 150a, 162, 162, 172, 172, 194, 194, 200, 200, 203–206, 203–206, 207–210, 207–210, 231, 231, 242, 242, 257, 257, 352, 352, 365, 365, 374, 374, 382, 382, 386, 386, 400, 400, 414, 414, 423, 423, 433, 433, R12–R13, R12–R13</p> <p>Close Reader/Teacher’s Edition: 404b–404k</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 38, 38, 78, 78, 96, 96, 103, 103, 130, 130, 149, 149, 164, 164, 203–206, 203–206, 233, 233, 244, 244, 367, 367, 376, 376, 384, 384, 416, 416</p>
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Establishing and Following Procedure <p>Student Edition/Teacher’s Edition: 150a, 203–206, 203–206, R12–R13, R12–R13</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 203–206, 203–206, 367, 367, 376, 376, 384, 384, 416, 416</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Speaking Constructively • Listening and Responding <p>Student Edition/Teacher's Edition: 150a, 203–206, 203–206, R12–R13, R12–R13</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion <p>ASSESSMENT</p> <p>Student Edition/Teacher's Edition: 74, 74, 78, 78, 103, 103, 149, 149, 203–206, 203–206</p>
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Wrapping Up Your Discussion <p>Student Edition/Teacher's Edition: 150a, 203–206, 203–206, R12–R13, R12–R13</p> <p>Close Reader/Teacher's Edition: 404b–404k</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion <p>ASSESSMENT</p> <p>Student Edition/Teacher's Edition: 78, 78, 103, 103, 203–206, 203–206</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> • Introduction • Analyzing a Presentation <p>Student Edition/Teacher’s Edition: 72, 73, 73, 74a, 122, 123, 123, 124a, 264, 268a</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Evaluating Media Choices <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 74, 74, 124, 124, 174, 174, 265, 265, 267, 267, 268, 268</p>
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> • Identifying a Speaker’s Claim • Tracing a Speaker’s Argument <p>Student Edition/Teacher’s Edition: 104a, 354, R14–R15, R14–R15</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion • Evaluating an Argument <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 103, 103, 244, 244</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Presentation of Knowledge and Ideas		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Giving a Presentation</p> <ul style="list-style-type: none"> • Introduction • The Content of Your Presentation • Style in Presentation • Delivering Your Presentation <p>Student Edition/Teacher’s Edition: 74a, 104a, 133–136, 133–136, 203–206, 203–206, 426a, R14–R15, R14–R15</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Participating in a Discussion <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 96, 96, 103, 103, 124, 124, 130, 130, 133–136, 133–136, 149, 149, 164, 164, 174, 174, 203–206, 203–206, 233, 233, 244, 244, 354, 354, 367, 367, 384, 384, 416, 416, 425, 425 437–440, 437–440</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Using Media in a Presentation</p> <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software • Building and Practicing Your Presentation <p>Student Edition/Teacher’s Edition: 73, 73, 74a, 75, 124, 124, 133–136, 133–136, 268a, 273–276, 273–276</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 74, 74, 124, 124, 133–136, 133–136, 174, 174, 244, 244, 268, 268, 273–276, 273–276, 384, 384, 416, 416, 425, 425</p>
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	<p>INSTRUCTION/APPLICATION</p> <p>Interactive Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> • Speaking Constructively <p>Giving a Presentation</p> <ul style="list-style-type: none"> • Style in Presentation <p>Student Edition/Teacher’s Edition: 133–136, 133–136, 203–206, 203–206, 268a, 273–276, 273–276, 437–440, 437–440</p> <p>ASSESSMENT</p> <p>Student Edition/Teacher’s Edition: 74, 74, 78, 78, 96, 96, 130, 130, 133–136, 133–136, 149, 149, 164, 164, 202, 202, 203–206, 203–206, 233, 233, 244, 244, 268, 268, 273–276, 273–276, 367, 367, 354, 354, 384, 384, 416, 416, 425, 425, 437–440, 437–440</p>

CCSS Standards		HMH Collections (TE pages in BOLD)
Language Standards		
Conventions of Standard English		
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 30, 30, 40, 40, 70, 104, 104, 105a, 120, 120, 166, 166, 176, 176, 198, 207–210, 207–210, 228, 228, 246, 246, 262, 262, 404, 404, 418, 418, R29–R52, R29–R52, R37, R37, R39, R39, R41, R41, R43, R43, R48, R48, R52, R52</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Using Gerunds and Infinitives • Using Participles and Participial Phrases • Understanding Verbs
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 40, 40, 198, 198, 228, 228, R29–R52, R29–R52, R45–46, R45–R46</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Using Gerunds and Infinitives • Using Participles and Participial Phrases
L.8.1b	Form and use verbs in the active and passive voice.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 70, 70, R29–R52, R29–R52, R41, R41</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Understanding Verbs
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<p>INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 30, 30, 120, 120, 166, 166, 176, 176, 404, 404, R29–R52, R29–r52</p> <p>Standards Support and Enrichment</p> <ul style="list-style-type: none"> • Understanding Verbs

CCSS Standards		HMH Collections (TE pages in BOLD)
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 246, 246 , R40–R41, R40–R41 Standards Support and Enrichment • Understanding Verbs
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 98, 98 , 132, 132 , 207–210, 207–210 , 234, 234 , 378, 378 , 418, 418 , R32–R35, R32–R35 Standards Support and Enrichment • Using Commas, Ellipses, and Dashes • Spelling
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 98, 98 , 132, 132 , 378, 378 , R32–R35, R32–R35 Standards Support and Enrichment • Using Commas, Ellipses, and Dashes
L.8.2b	Use an ellipsis to indicate an omission.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 378, 378 , R32–R35, R32–R35 Standards Support and Enrichment • Using Commas, Ellipses, and Dashes
L.8.2c	Spell correctly.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 234, 234 , R58–R63, R58–R63 Standards Support and Enrichment • Spelling

CCSS Standards		HMH Collections (TE pages in BOLD)
Knowledge of Language		
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 70, 70 , 120, 120 , R29–R52, R29–R52 Standards Support and Enrichment • Understanding Verbs
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 70, 70 , 120, 120 , 166, 166 , R40–R41, R40–R41 Standards Support and Enrichment • Understanding Verbs
Vocabulary Acquisition and Use		
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 29, 29 , 39, 39 , 52, 52 , 69, 69 , 97, 97 , 119, 119 , 131, 131 , 150, 150 , 175, 197, 197 , 227, 227 , 245, 245 , 261, 261 , 368, 368 , 377, 377 , 417, 417 , 426, 426 , R53–R59, R53–R59 Standards Support and Enrichment • Multiple-Meaning Words • Greek Roots and Combining Forms • Latin Roots: Active Verbs • Building Your Vocabulary • Using Reference Aids • Using Dictionaries and Glossaries • Tracing Etymologies • Foreign Words in English

CCSS Standards		HMH Collections (TE pages in BOLD)
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	INSTRUCTION/APPLICATION Student Edition/Teacher's Edition: 29, 29 , 119, 119 , 150, 150 , 175, 175 , 197, 197 , 261, 261 , 368, 368 , R53, R53 Standards Support and Enrichment • Multiple-Meaning Words
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	INSTRUCTION/APPLICATION Student Edition/Teacher's Edition: 52, 52 , 69, 69 , 119, 119 , 131, 131 , 150, 150 , 227, 227 , 245, 245 , 377, 377 , 426, 426 , R54–R57, R54–R57 Standards Support and Enrichment • Greek Roots and Combining Forms • Latin Roots: Active Verbs
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	INSTRUCTION/APPLICATION Student Edition/Teacher's Edition: 39, 39 , 97, 97 , 119, 119 , 417, 417 , R58–R59, R58–R59 Standards Support and Enrichment • Building Your Vocabulary • Using Reference Aids • Using Dictionaries and Glossaries • Tracing Etymologies • Foreign Words in English
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	INSTRUCTION/APPLICATION Student Edition/Teacher's Edition: 29, 29 , 69, 69 , 119, 119 , 150, 150 , 197, 197 , 227, 227 , 245, 245 , 246 , 368, 368 , 377, 377 , 417, 417 , 426, 426 , R58–R59, R58–R59

CCSS Standards		HMH Collections (TE pages in BOLD)
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 165, 165 , 175, 175 , 179 , 186 , 192 , 195, 195 , 316 , 334 , 368, 368 , 403, 403 , 434, 434 , R56–58, R56–R58 Standards Support and Enrichment <ul style="list-style-type: none"> Analyzing Figures of Speech Analogies Connotation and Denotation
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 165, 165 , 175, 175 , 316 , 334 , 403, 403 , 434, 434 , R53 Standards Support and Enrichment <ul style="list-style-type: none"> Analyzing Figures of Speech
L.8.5b	Use the relationship between particular words to better understand each of the words.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 165, 165 , R56–58, R56–R58 Standards Support and Enrichment <ul style="list-style-type: none"> Analogies
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 179 , 186 , 192 , 195, 195 , 368, 368 , R57, R57 Standards Support and Enrichment <ul style="list-style-type: none"> Connotation and Denotation
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	INSTRUCTION/APPLICATION Student Edition/Teacher’s Edition: 2, 2 , 6 , 17 , 29, 29 , 34 , 46 , 52, 52 , 56 , 69, 69 , 72 , 76 , 88, 88 , 91 , 100 , 106 , 122 , 128 , 142, 142 , 145 , 152 , 169 , 175, 175 , 182 , 191 , 200 , 212, 212 , 215 , 227, 227 , 230 , 237 , 250 , 261, 261 , 264 , 278, 278 , 287 , 351 , 357 , 371 , 394, 394 , 397 , 407 , 420 , 429 , R53–R59, R53–R59