

<p align="center">Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 8</p>	<p align="center">Vocabu-Lit Level H</p>
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	
<p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>22, 48, 74, 100, 117, 126, 139, 143, 152,</p>
<p>(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>3-8, 10-12, 15, 16, 18-21, 28-30, 32-38, 40-46, 54-56, 58-60, 62-64, 66-68, 70-73, 80-82, 84-86, 88-94, 96-98, 106-108, 110-112, 114-120, 121-124, 132-138, 141, 142, 144-146, 148-150</p>
<p>(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</p>	<p>5, 13, 35, 47, 57, 65, 73, 83, 91, 95, 99, 113, 125, 139, 151</p>
<p>(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</p>	<p>117, 135, 143,</p>
<p>(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.</p>	<p>3, 7, 11, 15, 19, 22, 29, 33, 37, 41, 45, 55, 59, 63, 67, 71, 81, 85, 89, 93, 97, 107, 111, 115, 119, 123, 126, 133, 137, 141, 145, 149,</p>
<p>(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:</p>	

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<p>(A) write an imaginative story that: sustains reader interest, includes well-paced action and an engaging story line, creates a specific, believable setting through the use of sensory details, develops interesting characters; and uses a range of literary strategies and devices to enhance the style and tone</p>	<p>17, 47, 61, 65, 95, 99, 113, 135,</p>
<p>B) write poems using poetic techniques (e.g., alliteration, onomatopoeia), figurative language (e.g., similes, metaphors); and graphic elements (e.g., capital letters, line length).</p>	<p>21, 73, 139,</p>
<p>(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>13, 69, 87, 91, 121, 143, 147, 151</p>
<p>(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>(A) write a multi-paragraph essay to convey information about a topic that: presents effective introductions and concluding paragraphs, contains a clearly stated purpose or controlling idea, is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies, accurately synthesizes ideas from several sources; and uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.</p>	<p>39, 57, 113, 117, 147,</p>
<p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	<p>35</p>
<p>(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>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>	<p>113, 117, 147, 151</p>

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(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) narrow or broaden the major research question, if necessary, based on further research and investigation	31, 39, 113, 117, 147, 151