

Standards Correlation

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	SB/TWE: 253, 317, 353, 434, 457, 468
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	TWE only: 18, 372, 390, 427, 457–458
(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	SB/TWE: 89, 148, 236, 317, 457
(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	SB/TWE: 24, 41, 64, 85, 101, 142, 160, 181, 207, 225, 280, 294, 315, 330, 343. See Speaking and Listening activities throughout the book.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	SB/TWE: 8, 32, 53, 74, 95–101, 134, 153, 155–162, 172, 173, 198, 219, 266, 289, 303, 322, 335, 336, 349, 366, 383, 402, 422, 440 TWE only: 10, 34, 55, 76, 136, 175, 200, 221, 225, 268, 291, 305, 324, 337, 368, 385, 404, 424, 442
(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and	SB/TWE: 8, 32, 53, 74, 95–101, 129, 134, 151, 153, 155–162, 172, 173, 198, 219, 259, 266, 289, 303, 322, 335, 336, 349, 366, 382, 383, 402, 420, 422, 438, 440 TWE only: 10, 34, 55, 76, 136, 175, 200, 221, 225, 268, 291, 305, 324, 337, 368, 385, 404, 424, 442
(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>ast</i> , <i>qui</i> , <i>path</i> , <i>mand/mend</i> , and <i>duc</i> .	SB/TWE: 146–147 TWE only: 135
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	SB/TWE: In each chapter, students read a text three times, increasing their fluency with the text with each read. For example, see pages 6, 10, 20, 34, etc. TWE only: 3

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(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	SB/TWE: See On Your Own: Integrating Ideas in each chapter. For examples see pages 49, 71, 91, 111
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts [comprehend text with increasing depth and complexity] . The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	SB/TWE: For each of the three reads of a text, a purpose for reading is established. For examples, see pages 6, 10, 22, 34, 39
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	SB/TWE: 6, 97, 175, 225 TWE only: 3, 245
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	SB/TWE: 200, 385 TWE only: 3, 10
(D) create mental images to deepen understanding;	SB/TWE: 305, 429 TWE only: 3, 368
(E) make connections to personal experiences, ideas in other texts, and society;	SB/TWE: 8–9, 32–33, 131, 199, 207, 283, 313, 418, Making Connections sections in each chapter.
(F) make inferences and use evidence to support understanding;	SB/TWE: 10–20, 30, 50, 93, 112, 129, 150, 151, 152, 162–165, 171, 175–181, 195, 196, 215, 217, 218, 240, 241, 259, 286, 301, 320, 330–331, 334, 337–340, 342, 347, 348, 358, 359, 373, 380, 381, 382, 424–429, 438, 461, 471
(G) evaluate details read to determine key ideas;	SB/TWE: 6, 18, 60, 63–64, 72, 73, 76–83, 92, 93, 94, 128, 139, 158, 221–225, 277, 293, 310, 324–329, 333, 339, 372, 404–409, 421, 442–450, 461
(H) synthesize information from two texts to create new understanding; and	SB/TWE: 42–45, 104–109, 313, 232–234, 412–415
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	SB/TWE: In each chapter, students read a text three times, increasing their fluency with the text with each read. For example, see pages 6, 10, 20, 34, etc. TWE only: 3

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(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	SB/TWE: 32, 53, 74, 198–199, 266
(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	SB/TWE: 42–45, 52, 100, 108, 115, 261, 278, 311, 368–373, 375–377, 412–415
(C) use text evidence and original commentary to support an appropriate response;	SB/TWE: 18, 20, 22, 24, 29, 30, 31, 37, 50, 51, 52, 60, 72, 83, 92, 93, 108, 112, 113, 114, 115, 129, 130, 131, 139, 150, 151, 152, 158, 162–165, 171, 175–181, 195, 196, 217, 218, 221–225, 240, 241, 259, 277, 286, 288, 293, 295, 301, 312–313, 320, 324–329, 330, 333, 334, 339, 348, 358, 359, 361, 372, 380, 381, 382, 404–409, 415, 418, 420, 421, 429, 438, 439, 448, 454, 460, 461, 472, 474
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	SB/TWE: 64, 72, 165–168, 171, 258, 260, 261, 305–311, 320, 321, 329, 404–409, 450
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	SB/TWE: During each read in each chapter, students annotate the text, including underlining and taking notes. For examples see pages 268, 291, 305, and 368.
(F) respond using acquired content and academic vocabulary as appropriate;	SB/TWE: 95, 134, 153, 312–313, 384
(G) discuss and write about the explicit or implicit meanings of text;	SB/TWE: 18, 30, 80, 83, 93, 130, 139, 150, 151, 152, 158, 162–165, 171, 175–181, 195, 196, 204, 217, 218, 221–225, 240, 241, 259, 277, 283, 287, 288, 293, 310, 327, 329, 330, 334, 339, 348, 429, 448, 460
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	SB/TWE: 9, 32, 54, 74, 97, 135, 148, 174, 198, 221, 236, 253, 254, 266, 283, 284, 289, 294, 304, 322, 335, 367, 402, 423, 441
(I) reflect on and adjust responses when valid evidence warrants;	SB/TWE: 85, 236–237, 415, 433, 434–436
(J) defend or challenge authors' claims using relevant text evidence.	SB/TWE: 102–103, 105–108, 109, 228–234, 236–237

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(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) analyze how themes are developed through the interaction of characters and events;	SB/TWE: 20–22, 30, 34–39, 50, 165–168, 171, 217, 261, 374–375 TWE only: 39
(B) analyze how characters’ motivations and behaviors influence events and resolution of the conflict;	SB/TWE: 34–39, 200–207, 217, 268–278, 287, 289, 295–297, 301, 302, 385, 391–392
(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	SB/TWE: 40, 281–283, 284–285, 393–394
(D) explain how the setting influences the values and beliefs of characters.	SB/TWE: 291–294, 302, 341–342, 347, 357, 359
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;	SB/TWE: 43–44, 310, 321, 396 TWE only: 133, 386, 405
(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	SB/TWE: 22–24, 31, 304, 312, 378–379
(C) analyze how playwrights develop dramatic action through the use of acts and scenes;	SB/TWE: 393–394
(D) analyze characteristics and structural elements of informational text, including:	SB/TWE: 83–85, 152, 144–145, 151, 450–451
(i) the controlling idea or thesis with supporting evidence ;	SB/TWE: 76–83, 221–225, 240, 258, 260, 324–329, 442–450, 460, 461
(ii) features such as footnotes, endnotes, and citations; and	SB/TWE:
(iii) multiple organizational patterns within a text to develop the thesis;	SB/TWE: 181–184, 195, 196, 240, 429–431
(E) analyze characteristics and structures of argumentative text by:	SB/TWE: 451–454, 456 TWE only: 432
(i) identifying the claim and analyzing the argument;	SB/TWE: 86–87, 92, 93, 102–108, 112, 113, 114, 115, 128, 130, 225–232, 241, 431–433, 438, 439, 474

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(ii) identifying and explaining the counter argument; and	SB/TWE: 86–87, 93, 104–108, 116
(iii) identifying the intended audience or reader; and	SB/TWE: 408
(F) analyze characteristics of multimodal and digital texts.	SB/TWE: 185–189, 197, 210–213, 218
(9) Author's purpose and craft: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) explain the author's purpose and message within a text;	SB/TWE: 64–68, 73, 144–145, 151, 152, 281–283, 311, 320, 374–376, 380, 404–409, 418–419, 420
(B) analyze how the use of text structure contributes to the author's purpose;	SB/TWE: 22–24, 31, 39–41, 52, 83–85, 181–184, 217, 393–394, 429–431
(C) analyze the author's use of print and graphic features to achieve specific purposes;	SB/TWE: 22–24, 68–69 TWE only: 69
(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	SB/TWE: 20–24, 29, 42–45, 294–295, 313–315, 375–376, 384
(E) identify and analyze the use of literary devices, including multiple points of view and irony;	SB/TWE: 55–62, 207–210, 218, 279–280, 286, 342–344, 347, 359, 394–395
(F) analyze how the author's use of language contributes to the mood, voice, and tone; and	SB/TWE: 42–45, 142–144, 179, 190–191, 196, 207–210, 218, 232, 280, 342–343, 358, 361, 409–411, 417, 421 TWE only: 80
(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	SB/TWE: 136–142, 440, 451–454
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	SB/TWE: 147, 212, 242, 252, 263, 349, 350, 398, 462, 463
(B) develop drafts into a focused, structured, and coherent piece of writing by:	SB/TWE: 70, 147, 212, 217, 251–254, 263, 345, 456
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	SB/TWE: 122, 352, 353, 362, 436, 466, 467, 475
(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;	SB/TWE: 122–123, 353, 354, 362, 436, 466, 467, 469, 475

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(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	SB/TWE: 70, 124, 125, 212, 242, 253, 255–256, 345, 354, 436, 398, 456, 468, 469, 475
(D) edit drafts using standard English conventions, including:	SB/TWE: 24, 26, 46, 70, 212, 242, 253, 254, 297, 316, 345, 377, 433, 436
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;	SB/TWE: 87–88, 433
(ii) consistent, appropriate use of verb tenses and active and passive voice;	SB/TWE: 46–47, 88, 235, 240, 297, 415
(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;	SB/TWE:
(iv) pronoun-antecedent agreement;	SB/TWE: 396–397
(v) correct capitalization;	SB/TWE:
(vi) punctuation, including commas in nonrestrictive phrases and clauses , semicolons, colons, and parentheses; and	SB/TWE: 68–69, 108, 283, 330, 454
(vii) correct spelling , including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too ; and	SB/TWE: 213
(E) publish written work for appropriate audiences.	SB/TWE: 126, 148, 168, 237, 256, 345, 456, 470
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	SB/TWE: 27, 48, 169, 215, 284, 298, 318, 345, 349, 350, 352, 353, 378, 398, 399
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	SB/TWE: 20, 22, 24, 30, 39, 41, 45, 52, 62, 64, 67, 70, 83, 85, 87, 90, 94, 131, 142, 144, 147, 160, 165, 168, 181, 189, 207, 210, 212, 215, 252, 253, 278, 295, 298, 311, 313, 321, 329, 342, 348, 359, 362, 415, 417, 418, 450, 454, 462, 467, 468
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	SB/TWE: 108, 123, 126, 191, 232, 234, 263, 436, 475
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	SB/TWE: 109, 168

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(12) Inquiry and research: listening, speaking, reading, [and] writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	SB/TWE: 110, 116, 243, 299, 362, 463
(B) develop and revise a plan;	SB/TWE: 116, 117, 119, 242, 243, 246, 253, 255, 256, 362
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	SB/TWE: 90, 117, 119, 243, 299, 463
(D) identify and gather relevant information from a variety of sources;	SB/TWE: 26, 48, 90, 110, 120, 148, 244, 247, 249, 263, 318, 331, 362, 436, 456–457, 464–465 TWE only: 9, 18, 22, 26, 33, 54, 64, 75, 83, 85, 96, 160, 270, 292, 304, 307, 311, 328, 330, 342, 365, 367, 371, 373, 378, 403, 407, 409, 412, 423, 442
(E) differentiate between primary and secondary sources;	SB/TWE: 402, 418
(F) synthesize information from a variety of sources;	SB/TWE: 90, 110, 122, 123, 148, 232, 241, 242, 246, 263, 318, 331, 362, 436, 456
(G) differentiate between paraphrasing and plagiarism when using source materials;	SB/TWE: 263, 465
(H) examine sources for: (i) reliability, credibility, and bias, including omission; and	SB/TWE: 90, 120, 148, 225, 237, 244, 456, 464
(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	SB/TWE: 120, 136–142, 440, 451–454
(I) display academic citations and use source materials ethically; and	SB/TWE: 90, 110, 244, 465, 467, 470
(J) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	SB/TWE: 26, 48, 69, 90, 110, 148, 168, 193, 237, 331, 344

Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Introduction to Course				
Close Reading and Annotating Texts, pp. xii–xviii		Chapter 31: Close Reading SB: pp. 418–439 TG: p. 290	SB/TWE: 8.5.F, 8.5.G; 8.6.C, 8.6.G	2 days (3 days with Handbook)
Unit 1				
Introduction to Unit 1, p. 7			SB/TWE: 8.1.D	1 day
Chapter 1	Chapter Opener and First Read, pp. 8–20 (Making Inferences)		SB/TWE: 8.1.B; 8.2.A, 8.2.B; 8.3; 8.5.A; 8.5.C, 8.5.E, 8.5.F, 8.5.G; 8.5.I; 8.6.C, 8.6.G, 8.6.H; 8.11.B TWE only: 8.2.A, 8.2.B; 8.12.D	2–3 days
	Second Read, pp. 20–22 (Analyzing Symbolism and Structure)		SB/TWE: 8.3; 8.5.I; 8.6.C; 8.7.A; 8.9.D; 8.11.B TWE only: 8.12.D	1 day
	Third Read, pp. 22–24 (Analyzing How Structure Contributes to Meaning)		SB/TWE: 8.1.D; 8.5.A; 8.6.C; 8.8.B; 8.9.B, 8.9.D; 8.9.G; 8.11.B	1½–2 days (2½–3 days with Handbook)
	Language: Verbals, pp. 24–26	Chapter 19: Verbals and Verbal Phrases SB: pp. 276–282 TG: p. 166	SB/TWE: 8.10.D	
	Project-Based Assessment: Traditional Food Brochure p. 26 Free Verse Poetry, p. 27 On Your Own, p. 28	Chapter 7: Writing a Poem SB: pp. 143–147 TG: p. 58	SB/TWE: 8.11.A; 8.12.D, 8.12.J TWE only: 8.12.D	*2–4 days per project (2½–4½ days with Handbook)
	Connect to Testing, pp. 29–31		SB/TWE: 8.5.F; 8.6.C, 8.6.G; 8.7.A; 8.8.B; 8.9.B, 8.9.D; 8.11.B	½ day
				Total: 7½ days (8½ days with Handbook)

Guide to Abbreviations: **SB** = Student Book; **TWE** = Teacher Wraparound Edition; **TG** = Teacher Guide

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

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Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 2	Chapter Opener and First Read, pp. 32–39 (Analyzing Theme)		SB/TWE: 8.2.A, 8.2.B; 8.3; 8.5.A; 8.5.E; 8.5.I; 8.6.A, 8.6.C, 8.6.H; 8.7.A, 8.7.B; 8.11.B TWE only: 8.2.A, 8.2.B; 8.12.D	2 days
	Second Read, pp. 39–41 (Analyzing How Structure Reveals Character)		SB/TWE: 8.1.D; 8.7.C; 8.9.B; 8.11.B	1 day
	Third Read, pp. 42–45 (Comparing the Themes, Style, and Structure of Multiple Texts)		SB/TWE: 8.1.D; 8.5.H; 8.6.B; 8.8.A; 8.9.D, 8.9.F; 8.11.B	1–2 days (1½–2½ days with Handbook)
	Language: Verbs and Moods, pp. 46–47	Chapter 22: Mood SB: pp. 316–317 TG: p. 197	SB/TWE: 8.10.D	
	Project-Based Assessments: The Great-Grandmother’s Story, p. 48 Digital Presentation, pp. 48–49 On Your Own, p. 49	Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58 Chapter 10: Inquiry and Initial Research SB: pp. 186–189 TG: p. 90	SB/TWE: 8.4; 8.11.A; 8.12.D, 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 50–52		SB/TWE: 8.5.F; 8.6.B, 8.6.C; 8.7.A; 8.9.B; 8.11.B	1 day
				Total: 6 days (6½ days with Handbook)
Chapter 3	Chapter Opener and First Read, pp. 53–62 (Analyzing Allusions)		SB/TWE: 8.2.A, 8.2.B; 8.5.G; 8.6.A, 8.6.C, 8.6.H; 8.9.E; 8.11.B TWE only: 8.2.A, 8.2.B; 8.12.D	2 days
	Second Read, pp. 63–64 (Analyzing Authors’ Points of View)		SB/TWE: 8.1.D; 8.5.G; 8.6.D; 8.11.B	1 day
	Third Read, pp. 64–68 (Understanding Authors’ Purpose)		SB/TWE: 8.9.A; 8.11.B TWE only: 8.12.D	1–2 days
	Language: Italics, pp. 68–69	Chapter 28: Italics and Underlining SB: pp. 385–386 TG: p. 263	SB/TWE: 8.9.C	
	Project-Based Assessments: Public Service Announcement, pp. 69–70 Cultural Diversity Essay, pp. 70–71 On Your Own, p. 72	Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308 Chapter 4: Writing Effective Compositions SB: pp. 60–71 TG: p. 26 Chapter 6: The Rhetoric of Persuasion SB: pp. 97–102 TG: p. 46	SB/TWE: 8.4; 8.10.B, 8.10.C, 8.10.D; 8.11.B; 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 72–73		SB/TWE: 8.5.G; 8.6.C, 8.6.D; 8.9.A	1 day
				Total: 6 days

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Chapter 4	Chapter Opener and First Read, pp. 74–83 (Determining the Central Idea)		SB/TWE: 8.2.A, 8.2.B; 8.5.G; 8.6.A, 8.6.C, 8.6.G, 8.6.H; 8.8.D.i; 8.11.B TWE only: 8.2.A, 8.2.B; 8.12.D	2–3 days
	Second Read, pp. 83–85 (Analyzing Text Organizational Structures)		SB/TWE: 8.1.D; 8.6.I; 8.8.D; 8.9.B; 8.11.B TWE only: 8.12.D	1 day
	Third Read, pp. 86–87 (Analyzing Points of View)		SB/TWE: 8.1.D; 8.8.E.i, 8.8.E.ii; 8.11.B	1½–2 days (2½–3 days with Handbook)
	Language: Verb Tenses, pp. 87–88	Chapter 22: Tenses of Verbs SB: pp. 308–310 TG: p. 197	SB/TWE: 8.10.D.ii	
	Project-Based Assessments: Speech, p. 89 A Perfect Union: Context and Impact Research Paper, p. 90 On Your Own, p. 91	Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308 Chapter 10: Inquiry and Initial Research; Developing Evidence-Based Claims SB: pp. 186–201 TG: p. 90	SB/TWE: 8.1.C; 8.4; 8.11.B; 8.12.C, 8.12.D, 8.12.F, 8.12.H, 8.12.H.i; 8.12.I, 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 92–94		SB/TWE: 8.5.F, 8.5.G; 8.6.C, 8.6.G; 8.8.E.i, 8.8.E.ii; 8.11.B	1 day
				Total: 7 days (8 days with Handbook)
Chapter 5	Chapter Opener and First Read, pp. 95–101 (Defining Terms)	Chapter 32: Determining Word Meaning SB: pp. 444–455 TG: p. 296	SB/TWE: 8.1.D; 8.2.A, 8.2.B; 8.5.B; 8.6.B, 8.6.F, 8.6.H TWE only: 8.2.A, 8.2.B; 8.12.D	2–3 days (3–4 days with Handbook)
	Second Read, pp. 102–103 (Evaluating an Argument)	Chapter 10: Developing Evidence-Based Claims SB: pp. 189–201 TG: p. 90	SB/TWE: 8.1.D; 8.6.J; 8.8.E.i	1 day (2 days with Handbook)
	Third Read, pp. 104–108 (Analyzing Conflicting Information)		SB/TWE: 8.5.H; 8.6.B, 8.6.C, 8.6.J; 8.8.E.i, 8.8.E.ii; 8.11.C	2 days
	Language: Punctuation When Quoting Sources, p. 108–109	Chapter 28: Quotation Marks SB: pp. 387–391 TG: p. 263	SB/TWE: 8.6.J; 8.10.D.vi	
	Project-Based Assessments: Letter to the Editor, p. 109 Brochure, p. 110 On Your Own, p. 111	Chapter 6: The Rhetoric of Persuasion SB: pp. 97–102 TG: p. 46 Chapter 10: Evaluating Sources SB: pp. 188–189 TG: p. 90	SB/TWE: 8.4; 8.11.D; 8.12.A, 8.12.D, 8.12.F, 8.12.I, 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 112–115		SB/TWE: 8.5.F; 8.6.B, 8.6.C; 8.8.E.i	1 day
				Total: 6 days (8 days with Handbook)

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Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Writing an Argumentative Essay	Prepare to Write, p. 116 Brainstorm, pp. 117–118 Generate Ideas, p. 119	Chapter 1: Introduction to the Writing Process SB: pp. 2–23 TG: p. 1 Chapter 6: Argumentative Writing SB: pp. 93–109 TG: p. 46	SB/TWE: 8.8.E.ii; 8.12.A, 8.12.B, 8.12.C	2 days
	Gather and Evaluate Sources, pp. 120–121 Write a Working Outline, p. 122 Organize Ideas, p. 123 First Draft, p. 123	Chapter 6: Argumentative Writing SB: pp. 106–111 TG: p. 46	SB/TWE: 8.10.B.i, 8.10.B.ii; 8.11.C; 8.12.D, 8.12.F, 8.12.H.i, 8.12.H.ii	5–6 days
	Revision, pp. 124–125 Final Essay, p. 126	Chapter 6: Argumentative Writing SB: pp. 112–117 TG: p. 46	SB/TWE: 8.1.D; 8.8.E.i; 8.10.C, 8.10.D.i–vii, 8.10.E; 8.11.C	2–3 days
				Total: 11 days (16 days with Handbook)
Assessment	Practice Performance Task, pp. 127–132		SB/TWE: 8.2.B; 8.5.E, 8.5.F, 8.5.G; 8.6.C, 8.6.G; 8.8.E.i; 8.11.B	2 days
	Unit 1 Summative Assessment, TWE pp. 485–493		TWE only: 8.2.B; 8.5.E, 8.5.F; 8.6.B, 8.6.C, 8.6.D, 8.6.E, 8.6.G; 8.7.A; 8.8.C, 8.8.D.iii; 8.9.A, 8.9.B, 8.9.E; 8.11.B	2 days
				Total: 4 days
Unit 1 Total				49½ days (58½ days with Handbook)

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Unit 2				
Introduction to Unit 2, p. 133			TWE only: 8.1.A; 8.5.E, 8.8.A	1 day
Chapter 6	Chapter Opener and First Read, pp. 134–142 (Analyzing Categories)		SB/TWE: 8.1.D; 8.2, 8.2.A, 8.2.B; 8.5.F, 8.5.G; 8.6.F, 8.6.C, 8.6.G, 8.6.H; 8.9.G; 8.11.B, 8.12.H.ii TWE only: 8.2.A, 8.2.B	2 days
	Second Read, pp. 142–144 (Analyzing Point of View)		SB/TWE: 8.1.D; 8.2, 8.2.B; 8.9.F; 8.11.B	1 day
	Third Read, pp. 144–145 (Analyzing How an Author Responds to Other Viewpoints)		SB/TWE: 8.1.D; 8.8.D; 8.9.A	1 day (1½ days with Handbook)
	Language: Examining Roots, Prefixes, and Suffixes, pp. 147–148	Chapter 32: Root Words, Prefixes, and Suffixes SB: pp. 447–450 TG: p. 296	SB/TWE: 8.2.C	
	Project-Based Assessments: Personal Essay, pp. 147–148 Digital Presentation, pp. 148–149 On Your Own, p. 149	Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58 Chapter 10: Evaluating Sources SB: pp. 188–189 TG: p. 90	SB/TWE: 8.1.C; 8.2; 8.6.H; 8.10.A, 8.10.B, 8.10.E; 8.11.B; 8.12.D, 8.12.F, 8.12.H.i, 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, p. 150–152		SB/TWE: 8.2.B, 8.2.C; 8.5.F; 8.6.C, 8.6.G; 8.8.D; 8.9.A	½ day
				Total: 5½ days (6 days with Handbook)
Chapter 7	Chapter Opener and First Read, pp. 153–160 (Determining the Meaning of Words and Phrases)	Chapter 32: Determining Word Meaning SB: pp. 444–455 TG: p. 296	SB/TWE: 8.1.D; 8.2, 8.2.A, 8.2.B; 8.5.F, 8.5.G; 8.6.C, 8.6.F, 8.6.G, 8.6.H; 8.11.B TWE only: 8.2.A, 8.2.B; 8.12.D	3 days (4 days with Handbook)
	Language: Using a Dictionary to Confirm Word Meanings, p. 161	Chapter 32: Dictionary Skills SB: pp. 451–455 TG: p. 296	SB/TWE: 8.2.A	
	Second Read, pp. 162–165 (Supporting an Analysis with Evidence)		SB/TWE: 8.1.D; 8.2; 8.5.F; 8.6.C, 8.6.G; 8.11.B	1 day
	Third Read, pp. 165–168 (Summarizing Fiction)		SB/TWE: 8.1.D; 8.6.D; 8.7.A; 8.11.B, 8.11.D	1–2 days
	Project-Based Assessments: Formal Letter, p. 168 Pastiche, p. 169 On Your Own, p. 170	Chapter 9: Writing Business Letters SB: pp. 171–179 TG: p. 81 Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 8.2; 8.10.E; 8.11.A, 8.11.B; 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 171–172		SB/TWE: 8.2.A; 8.5.F; 8.6.C, 8.6.D, 8.6.G; 8.7.A	½ day
				Total: 6½ days (7½ days with Handbook)

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 8	Chapter Opener and First Read, pp. 173–181 (Supporting an Analysis with Evidence)		SB/TWE: 8.1.D; 8.2, 8.2.A, 8.2.B; 8.5.B, 8.5.F; 8.6.C, 8.6.G, 8.6.H; 8.11.B TWE only: 8.2.A, 8.2.B	1–2 days
	Second Read, pp. 181–184 (Analyzing the Structure of a Paragraph)		SB/TWE: 8.1.D; 8.8.D.iii; 8.9.B	1–2 days
	Third Read, pp. 185–190 (Evaluating Media Portrayals of a Topic)		SB/TWE: 8.1.D; 8.2; 8.8.F; 8.11.B	2–3 days
	Language: Understanding Denotation and Connotation, pp. 190–191	Chapter 32: Denotations and Connotations SB: pp. 455–465 TG: p. 296	SB/TWE: 8.1.D; 8.9.F	
	Project-Based Assessments: Problem-Solution Essay, pp. 190–193 Draw a Diagram, p. 193 On Your Own, p. 194	Chapter 1: Focusing: Gather Facts, Details, and Examples SB: pp. 8–12 TG: p. 1 Chapter 4: Writing Effective Compositions SB: pp. 60–71 TG: p. 26	SB/TWE: 8.11.C; 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 195–197		SB/TWE: 8.5.F; 8.6.C, 8.6.G; 8.8.D.iii, 8.8.F; 8.9.F	½ day
				Total: 7½ days
Chapter 9	Chapter Opener and First Read, pp. 198–207 (Analyzing an Incident in a Novel)		SB/TWE: 8.1.D; 8.2, 8.2.A, 8.2.B; 8.5.C; 8.6.A, 8.6.C, 8.6.G, 8.6.H; 8.7.B, 8.11.B TWE only: 8.2.A, 8.2.B	2–3 days
	Second Read, pp. 207–210 (Interpreting an Allusion to Another Text)		SB/TWE: 8.1.D; 8.5.E; 8.9.E, 8.9.F; 8.11.B	1 day
	Third Read, pp. 210–213 (Comparing a Text Version to a Filmed Version)		SB/TWE: 8.1.D; 8.2; 8.8.F; 8.10.A, 8.10.B, 8.10.C, 8.10.D; 8.11.B	2–3 days
	Language: Spelling Words Ending in <i>–ance</i> and <i>–ence</i> , pp. 213–215	Chapter 32: Common Suffixes table SB: p. 450 TG: p. 296	SB/TWE: 8.10.D.vii	
	Project-Based Assessments: Change the Point of View, p. 215 Character Analysis, p. 215 On Your Own, p. 216	Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58 Chapter 8: Writing About Literary Texts SB: pp. 148–165 TG: p. 74	SB/TWE: 8.5.F; 8.11.A, 8.11.B	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 217–218		SB/TWE: 8.5.F; 8.6.C, 8.6.G; 8.8.F; 8.9.B, 8.9.E, 8.9.F; 8.10.D.vii	½ day
				Total: 7½ days

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 10	Chapter Opener and First Read, pp. 219–225 (Analyzing the Development of a Central Idea)		SB/TWE: 8.1.D; 8.2.A, 8.2.B; 8.5.G; 8.6.C, 8.6.G, 8.6.H; 8.8.D.i; 8.12.H.i TWE only: 8.2.A, 8.2.B	2 days
	Second Read, pp. 225–232 (Evaluating an Argument)		SB/TWE: 8.1.D; 8.2.A, 8.2.B; 8.5.B; 8.6.H; 8.6.J; 8.8.E.i; 8.9.F; 8.11.C TWE only: 8.2.A, 8.2.B	2 days
	Third Read, pp. 232–234 (Analyzing Conflicting Interpretations)		SB/TWE: 8.1.D; 8.5.H; 8.12.F; 8.11.C	2 days (2½ days with Handbook)
	Language: Sentence Voice and Mood, pp. 234–236	Chapter 22: Active Voice and Passive Voice; Mood SB: p. 315–316 TG: p. 197	SB/TWE: 8.10.D.ii	
	Project-Based Assessments: Roundtable Discussion p. 236 Brochure, p. 237 On Your Own, p. 239	Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 8.1.C, 8.1.D; 8.6.H, 8.6.I, 8.6.J; 8.10.E; 8.12.H.i, 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 240–241		SB/TWE: 8.5.F; 8.6.C, 8.6.G; 8.8.E.i; 8.10.D.ii; 8.12.F	½ day
				Total: 6½ days (7 days with Handbook)
Writing a Comparative Essay	Prepare to Write, p. 242 Brainstorm, p. 243 Find Sources, pp. 244–247 Gather Information, pp. 247–249	Chapter 5: The Structure of Informational Writing SB: pp. 73–74 TG: p. 34	SB/TWE: 8.5.C; 8.10.A, 8.10.C, 8.10.D; 8.12.A, 8.12.B, 8.12.C, 8.12.D, 8.12.F, 8.12.H.i, 8.12.I	4 days
	Generate Ideas, pp. 249–252 Organize Ideas, pp. 252–253 First Draft, p. 253	Chapter 5: Planning, Focusing, and Organizing; Writing a First Draft SB: pp. 75–85 TG: p. 34	SB/TWE: 8.10.A, 8.10.B; 8.11.B; 8.12.D	2–4 days
	Revision, p. 253 Use Transitions, p. 254 Second Peer Review, p. 254 Final Peer Review, p. 255 Final Essay, p. 256	Chapter 5: Revising and Editing; Publishing SB: pp. 86–91 TG: p. 34	SB/TWE: 8.1.A, 8.1.D; 8.6.H; 8.10.B, 8.10.C, 8.10.D, 8.10.D.i–vii, 8.10.E; 8.12.B	3 days
				Total: 11 days (16 days with Handbook)
Assessment	Practice Performance Task, pp. 257–264		SB/TWE: 8.2.B; 8.5.F; 8.6.B, 8.6.C, 8.6.D, 8.6.G; 8.7.A; 8.8.D.i; 8.10.A, 8.10.B; 8.11.C; 8.12.D, 8.12.F, 8.12.G	2 days
	Unit 2 Summative Assessment, TWE pp. 494–501		TWE only: 8.2.B; 8.5.E, 8.5.F, 8.5.H; 8.6.B, 8.6.C, 8.6.G; 8.9.A, 8.9.B, 8.9.E, 8.9.F; 8.11.B, 8.11.C	2 days
				Total: 4 days
Unit 2 Total				48½ days (56 days with Handbook)

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Unit 3				
Introduction to Unit 3, p. 265			TWE only: 8.1.D	1 day
Chapter 11	Chapter Opener and First Read, pp. 266–278 (Examining How Dialogue Propels Plot)		SB/TWE: 8.2.A, 8.2.B; 8.5.G; 8.6.B, 8.6.C, 8.6.G, 8.6.H; 8.7.B; 8.11.B TWE only: 8.2.A, 8.2.B; 8.12.D	2–3 days
	Second Read, pp. 279–280 (Recognizing Dramatic Irony)		SB/TWE: 8.1.D; 8.9.E, 8.9.F	1 day
	Third Read, pp. 281–283 (Understanding the Purpose of a Story Within a Story)		SB/TWE: 8.1.D; 8.5.E; 8.6.G, 8.6.H; 8.7.C; 8.9.A	2 day (2½ days with Handbook)
	Language: Punctuation with Dialogue, p. 283	Chapter 28: Quotation Marks SB: pp. 387–391 TG: p. 263	SB/TWE: 8.10.D.vi	
	Project-Based Assessments: Retell a Folktale p. 284 Write a Frame Narrative, pp. 284–285 On Your Own, p. 285	Chapter 33: Speaking Effectively SB: pp. 459–461 TG: p. 308 Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 8.7.C; 8.6.H; 8.11.A	*2–3 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 286–288		SB/TWE: 8.5.F; 8.6.C, 8.6.G; 8.7.B; 8.9.E	1 day
				Total: 8 days (8½ days with Handbook)
Chapter 12	Chapter Opener and First Read, pp. 289–294 (How Dialogue Reveals Character)		SB/TWE: 8.1.D; 8.2.A, 8.2.B; 8.5.G; 8.6.C, 8.6.E, 8.6.G, 8.6.H; 8.7.D; 8.8.A TWE only: 8.2.A, 8.2.B, 8.12.D	2 days
	Second Read, pp. 294–295 (Recognizing the Effects of Figurative Language)		SB/TWE: 8.6.C; 8.9.D; 8.11.B	1 day
	Third Read, pp. 295–297 (Identifying the Role of Minor Characters)		SB/TWE: 8.1.D; 8.7.B	1 day (1½ days with Handbook)
	Language: Nonstandard Verbs, p. 297	Chapter 32: Varieties of English Dialects; A Writer's Glossary of Usage SB: pp. 443–444; 350–359 TG: p. 296	SB/TWE: 8.10.D	
	Project-Based Assessments: Tell a Story, p. 298 Interview an Elder, pp. 299–300 On Your Own, p. 300	Chapter 7: The Creative Work SB: pp. 119–124 TG: p. 58 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 8.11.A, 8.11.B; 8.12.A, 8.12.C	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 301–302		SB/TWE: 8.5.F; 8.6.C; 8.7.B, 8.7.D	½ day
				Total: 4½ days (4½ days with Handbook)

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 13	Chapter Opener and First Read, pp. 303–311 (Summarizing Narrative Poetry)		SB/TWE: 8.2.A, 8.2.B; 8.6.D, 8.5.G; 8.6.B, 8.6.D, 8.6.E, 8.6.G, 8.6.H; 8.8.B; 8.9.A; 8.11.B TWE only: 8.2.A, 8.2.B, 8.12.D	2 days
	Second Read, pp. 312–313 (Comparing and Contrasting Narrative Poetry and Prose)		SB/TWE: 8.5.H; 8.6.B, 8.6.C, 8.6.F; 8.8.B; 8.11.B	1 day
	Third Read, pp. 313–315 (Placing a Story into Cultural Context)		SB/TWE: 8.1.D; 8.5.E; 8.9.D	1–2 days (2–3 days with Handbook)
	Language: Verbals, p. 316	Chapter 19: Verbals and Verbal Phrases SB: pp. 276–282 TG: p. 166	SB/TWE: 8.10.D	
	Project-Based Assessment: Stage a Debate, pp. 317–318 Narrative Poem, p. 318 On Your Own, p. 319	Chapter 6: The Rhetoric of Persuasion SB: pp. 97–101 TG: p. 46 Chapter 7: Writing a Poem SB: pp. 143–147 TG: p. 58	SB/TWE: 8.1.A, 8.1.C, 8.1.D; 8.11.A; 8.12.D, 8.12.F	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 320–321		SB/TWE: 8.5.F; 8.6.C, 8.6.D; 8.8.A; 8.9.A; 8.11.B	½ day
				Total: 5½ days (6½ days with Handbook)
Chapter 14	Chapter Opener and First Read, pp. 322–329 (Analyzing the Development of the Central Idea)		SB/TWE: 8.2.A, 8.2.B; 8.5.G; 8.6.B, 8.6.C, 8.6.D, 8.6.G, 8.6.H; 8.8.D; 8.11.B TWE only: 8.2.A, 8.2.B, 8.12.D	2 days
	Second Read, p. 329 (Recognizing Connections Among Events and People)		SB/TWE: 8.6.G	1 day
	Third Read, p. 330 (Determining the Author's Point of View)		SB/TWE: 8.1.D; 8.5.F; 8.6.C, 8.6.G TWE only: 8.12.D	1 day
	Language: Using Em Dashes, p. 330	Chapter 29: Dashes, Ellipses, and Parentheses SB: p. 403 TG: p. 271	SB/TWE: 8.10.D.vi	
	Project-Based Assessment: Brochure, p. 331 Group Discussion, p. 332 On Your Own, p. 332	Chapter 33: Communicating and Collaborating in Groups SB: pp. 472–477 TG: p. 308	SB/TWE: 8.1.D; 8.12.D, 8.12.F, 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 333–334		SB/TWE: 8.5.F, 8.5.G; 8.6.C	½ day
				Total: 4½ days

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 15	Chapter Opener and First Read, pp. 335–340 (Making Inferences)		SB/TWE: 8.2.A, 8.2.B; 8.5.F, 8.5.G; 8.6.C, 8.6.G, 8.6.H TWE only: 8.2.A, 8.2.B	2 days
	Second Read, pp. 341–342 (Identifying Events That Reveal Character)		SB/TWE: 8.5.F; 8.6.B; 8.7.D; 8.11.B TWE only: 8.12.D	1 day
	Third Read, pp. 342–343 (Recognizing How Irony Creates Humor)		SB/TWE: 8.9.E, 8.9.F	1 day
	Language: Verbal Irony, p. 344		SB/TWE: 8.9.E	
	Project-Based Assessment: Humorous Video, pp. 344–345 Column, p. 345 On Your Own, p. 346	Chapter 7: Writing a Short Story; Writing a Scene for a Play SB: pp. 130–142 TG: p. 58	SB/TWE: 8.1.D; 8.10.B, 8.10.C, 8.10.D, 8.10.E; 8.11.A; 8.12.J	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 347–348		SB/TWE: 8.5.F; 8.6.C, 8.6.G; 8.7.D; 8.9.E; 8.11.B	½ day
				Total: 4½ day
Writing a Personal Narrative	Prepare to Write, p. 349 Brainstorm, p. 349 Generate Ideas, pp. 350–351	Chapter 7: Writing a Personal Narrative SB: pp. 125–129 TG: p. 58	SB/TWE: 8.2.A, 8.2.B; 8.10.A; 8.11.A TWE only: 8.2.A, 8.2.B	3 days
	Organize Ideas, pp. 351–352 First Draft, p. 353		SB/TWE: 8.10.B.i, 8.10.B.ii; 8.11.A	2–3 days
	Revision, pp. 353–355 Proofread, p. 356 Final Essay, p. 356		SB/TWE: 8.1.A, 8.1.D; 8.10.B.ii, 8.10.C, 8.10.D.i–vi	2 days
				Total: 8 days (13 days with Handbook)
Assessment	Practice Performance Task, pp. 357–364		SB/TWE: 8.5.E, 8.5.F; 8.6.C; 8.7.D; 8.9.D, 8.9.F; 8.10.B.i, 8.10.B.ii; 8.11.B, 8.11.C; 8.12.A, 8.12.B, 8.12.D, 8.12.F	2 days
	Unit 3 Summative Assessment, TWE pp. 502–510		TWE only: 8.2.B; 8.5.F, 8.5.H; 8.6.B, 8.6.C, 8.6.D, 8.6.E; 8.7.A; 8.8.E.i; 8.11.B	2 days
				Total: 4 days
Unit 3 Total				39 days (46 days with Handbook)

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Lesson Planner

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Unit 4				
Introduction to Unit 4, p. 365			TWE only: 8.1.D, 8.12.D	1 day
Chapter 16	Chapter Opener and First Read, pp. 366–373 (Analyzing Character Interaction)		SB/TWE: 8.1.B; 8.2.A, 8.2.B; 8.5.F, 8.5.G; 8.6.A, 8.6.B, 8.6.C, 8.6.E, 8.6.H TWE only: 8.2.A, 8.2.B; 8.12.D	2–3 days
	Second Read, pp. 374–375 (Determining Theme)		SB/TWE: 8.1.D; 8.7.A; 8.9.A	1–2 days
	Third Read, pp. 375–376 (Comparing Themes)		SB/TWE: 8.6.B; 8.9.A, 8.9.D	2 days (3 days with Handbook)
	Language: Asyndeton, pp. 377–378	Chapter 16: Conjunctions SB: pp. 260–262 TG: p. 140	SB/TWE: 8.1.D; 8.8.B; 8.10.D; 8.12.D	
	Project-Based Assessments: Fictional Journal Entry, p. 378 Poem, pp. 378–379 On Your Own, p. 379	Chapter 7: Writing a Short Story; Writing a Scene for a Play; Writing a Poem SB: pp. 130–147 TG: p. 58	SB/TWE: 8.11.A; 8.12.D	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 380–382		SB/TWE: 8.2.B; 8.5.F; 8.6.C; 8.9.A	1 day
				Total: 9 days (10 days with Handbook)
Chapter 17	Chapter Opener and First Read, pp. 383–392 (Analyzing Characters' Motivations)		SB/TWE: 8.1.B, 8.1.D, 8.2.A, 8.2.B, 8.5.C, 8.7.B, 8.9.D TWE only: 8.2.A, 8.2.B; 8.8.A	2–3 days
	Second Read, pp. 393–394 (Analyzing the Structure of a Play)		SB/TWE: 8.7.C, 8.8.C, 8.9.B	1–2 days
	Third Read, pp. 394–396 (Understanding Dramatic Effect)		SB/TWE: 8.8.A, 8.9.E	2 days (3 days with Handbook)
	Language: Pronoun-Antecedent Agreement, pp. 396–397	Chapter 23: Pronouns and Their Antecedents SB: pp. 328–331 TG: p. 207	SB/TWE: 8.10.D.iv	
	Project-Based Assessments: Retell a Myth, p. 398 Perform a Missing Scene, p. 399 On Your Own, p. 399	Chapter 7: Writing a Short Story SB: pp. 130–139 TG: p. 58	SB/TWE: 8.10.B, 8.10.C, 8.10.D.iv, 8.11.A	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 400–401		SB/TWE: 8.7.B, 8.7.C, 8.8.C, 8.9.B, 8.9.E	1 day
				Total: 8 days (9 days with Handbook)

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Lesson Planner

Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 18	Chapter Opener and First Read, pp. 402–409 (Analyzing Central Ideas)		SB/TWE: 8.2.A, 8.2.B; 8.5.G; 8.6.C, 8.6.D, 8.6.H; 8.8.E.iii; 8.9.A TWE only: 8.2.A, 8.2.B; 8.8.A; 8.12.D	2 days
	Second Read, pp. 409–411 (Analyzing the Impact of Word Choice on Tone)		SB/TWE: 8.1.D; 8.9.F	1 day
	Third Read, pp. 412–415 (Comparing Points of View in Primary Sources)		SB/TWE: 8.1.D; 8.5.H; 8.6.C, 8.6.H; 8.11.B TWE only: 8.12.D	2–3 days
	Language: Active and Passive Voice, pp. 415–417	Chapter 22: Active and Passive Voice SB: p. 315 TG: p. 197	SB/TWE: 8.10.D.ii	
	Project-Based Assessment: Literary Analysis, pp. 417–418 Primary Source, pp. 418–419 On Your Own, p. 419	Chapter 8: Writing About Literary Texts SB: pp. 148–165 TG: p. 74 Chapter 10: Types of Sources SB: pp. 194–196 TG: p. 90	SB/TWE: 8.5.E; 8.6.C; 8.9.A, 8.9.F; 8.11.B; 8.12.E	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 420–421		SB/TWE: 8.2.B; 8.5.G; 8.6.C; 8.9.A, 8.9.F	½ day
				Total: 6½ days
Chapter 19	Chapter Opener and First Read, pp. 422–429 (Making Inferences)		SB/TWE: 8.1.B; 8.2.A, 8.2.B; 8.5.F; 8.6.C, 8.6.G, 8.6.H TWE only: 8.2.A, 8.2.B; 8.12.D	2 days
	Second Read, pp. 429–431 (Analyzing Structure)		SB/TWE: 8.1.D; 8.5.D; 8.8.D.iii; 8.9.B	1 day
	Third Read, pp. 431–433 (Evaluating Claims and Evidence)		SB/TWE: 8.1.D; 8.8.E.i TWE only: 8.8.E	1½–2 days (2½–3 days with Handbook)
	Language: Participles, pp. 433–434	Chapter 19: Participles and Participial Phrases SB: pp. 277–281 TG: p. 166	SB/TWE: 8.10.D	
	Project-Based Assessments: Roundtable Discussion, pp. 434–436 Argumentative Essay, pp. 436–437 On Your Own, p. 437	Ch. 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308 Chapter 6: Argumentative Writing SB: pp. 92–117 TG: p. 46	SB/TWE: 8.1.A, 8.1.D; 8.6.I; 8.10.B.i, 8.10.B.ii, 8.10.C, 8.10.D; 8.11.C; 8.12.D, 8.12.F	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 438–439		SB/TWE: 8.2.B; 8.5.F; 8.6.C; 8.8.E.i	½ day
				Total: 5½ days (6½ days with Handbook)

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Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Chapter 20	Chapter Opener and First Read, pp. 440–450 (Determining Central Idea and Supporting Details)		SB/TWE: 8.2.A, 8.2.B; 8.5.G; 8.6.C, 8.6.D, 8.6.G, 8.6.H; 8.8.D.i; 8.9.G; 8.11.B; 8.12.H.ii TWE only: 8.2.A, 8.2.B; 8.12.D	2–3 days
	Second Read, pp. 450–451 (Analyzing the Development of Ideas)		SB/TWE: 8.1.D; 8.8.D	1 day
	Third Read, pp. 451–455 (Evaluating Reasoning and Evidence)		SB/TWE: 8.6.C; 8.8.E; 8.9.G; 8.11.B; 8.12.H.ii	1–2 days
	Language: Hyphens Versus Em Dashes, pp. 454–455	Chapter 29: Hyphens; Dashes, Ellipses, and Parentheses SB: pp. 401–404 TG: p. 271	SB/TWE: 8.10.D.vi	
	Project-Based Assessments: Argument Analysis, p. 456 Lincoln-Douglas Debate, pp. 457–459 On Your Own, p. 459	Chapter 31: Close Reading—Argumentative Texts SB: pp. 428–438 TG: p. 290 Chapter 33: Speaking Effectively; Listening Actively SB: pp. 459–464 TG: p. 308	SB/TWE: 8.1.A, 8.1.B; 8.1.C, 8.1.D; 8.8.E; 8.10.B, 8.10.C, 8.10.D.i–vii, 8.10.E; 8.12.D, 8.12.F, 8.12.H.i	*2–4 days per project (4–8 days with Handbook)
	Connect to Testing, pp. 460–461		SB/TWE: 8.5.F, 8.5.G; 8.6.C, 8.6.G; 8.8.D.i	½ day
				Total: 6½ days
Writing a Research Paper	Prepare to Write, p. 462 Brainstorm, p. 462 Research Ideas, p. 464 Evaluate Sources, p. 464	Chapter 10: Inquiry: The Process of Inquiry; Inquiry and Initial Research SB: pp. 185–188 TG: p. 90	SB/TWE: 8.10.A; 8.11.B; 8.12.A, 8.12.C, 8.12.D, 8.12.H.i	3 days
	Conduct Research, pp. 464–465 Organize Ideas, pp. 466–467 First Draft, p. 467	Chapter 10: Inquiry and Initial Research; Developing Evidence-Based Claims SB: pp. 185–197 TG: p. 90 Chapter 11: Organizing Your Findings; Writing the First Draft SB: pp. 203–212 TG: p. 96	SB/TWE: 8.10.B.i, 8.10.B.ii; 8.11.B; 8.12.D, 8.12.G, 8.12.I	5 days
	Revision, p. 468 Final Essay, p. 470	Chapter 11: Revising and Editing; Publishing SB: pp. 213–215 TG: p. 96	SB/TWE: 8.1.A, 8.1.D; 8.10.B.ii, 8.10.C; 8.10.D.i–vii, 8.10.E; 8.11.B; 8.12.I	3 days
				Total: 11 days (16 days with Handbook)

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Connections: English Language Arts Grade 8		Connections: Writing & Language Handbook	Grade 8 TEKS	Time needed
Assessment	Practice Performance Task, pp. 471–475		SB/TWE: 8.5.G; 8.5.C; 8.8.E.i; 8.10.B.i, 8.10.B.ii, 8.10.C, 8.10.D.i–vii; 8.11.C	2 days
	Unit 4 Summative Assessment, TWE pp. 511–521		TWE only: 8.2.B; 8.5.F, 8.5.H; 8.6.B, 8.6.C; 8.9.A, 8.9.F; 8.11.B	2 days
	End-of-Course Summative Assessment, TWE pp. 522–536		TWE only: 8.2.B; 8.5.F, 8.5.G, 8.5.H; 8.6.B, 8.6.C, 8.6.G; 8.8, 8.8.C, 8.8.D.i, 8.8.D.iii, 8.8.E.i; 8.9.A, 8.9.B, 8.9.F; 8.10.B; 8.10.D–vii; 8.11.B	2 days
				Total: 6 days
Unit 4 Total				52½ days (60½ days with Handbook)

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