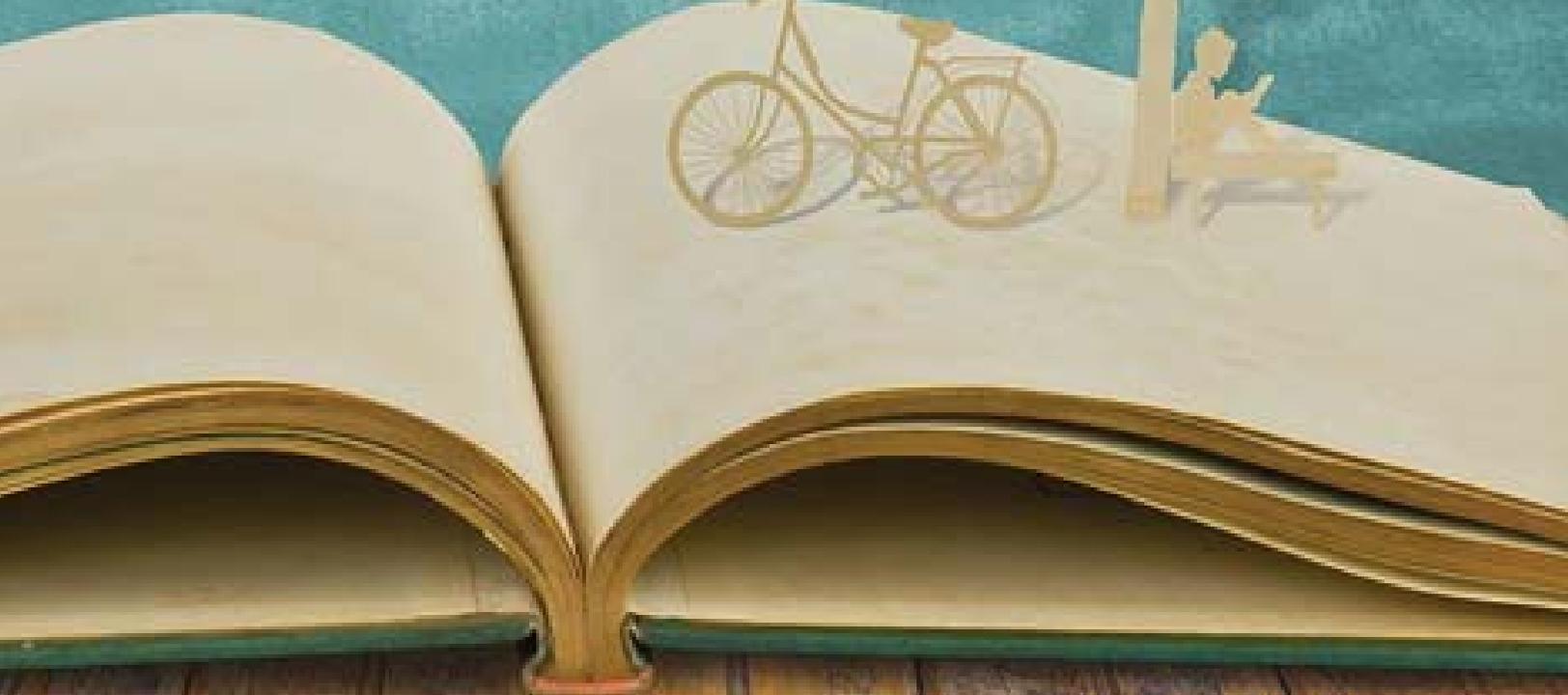


In Flight with Eighth Grade Language Arts

Student Edition



 **COMPLETE
CURRICULUM**

Lesson 177

Reading for Information

“When Laundry was a Real Chore”

Read the following article, then provide a written response as you are directed following the article.

Technology has advanced our ability to wash and dry clothes. It takes a lot less physical effort to get clothes squeaky clean and ready to wear. But how were clothes washed back in the colonial days of our country?

When Laundry was a Real Chore

In the days before washing machines were invented, people washed their clothes by hand. They would wash clothes in rivers or lakes, pounding clothes with rocks or rubbing them with sand. People on ships would put the clothes in a bag and drag it in the water behind the ship. As the ship moved the clothes got beat and twisted. Basically the water was forced around the clothes while they tumbled.

Hand-operated washing machines came into existence in the 1800's. One called the Dolly had a wooden barrel with a big plunger that was used to push the clothes up and down. It was hand operated. The box version came around 1860. It was a wooden box supported by beams and it was hand cranked. A hand-operated device was developed and sold as easy to work.

Electric motors were introduced in the early years of the twentieth century. The motor was under the barrel but was exposed. With the motor under the barrel these washers caused water to drip down into the motor and electric shocks sometimes occurred. Finally, in the 1920's the washing machine as we know it was invented. It was built so that the motor was away from the water and was fully enclosed.

The first dryer was considered worthless. It was called the Ventilator. Hand-wrung clothes were put in a cylinder pierced with holes which was turned with a handle just above an open fire. Can you just imagine what the clothes smelled like being heated by an open fire? They smelled just like soot and smoke. Sometimes the clothes even caught on fire!

It was in the 1930's that there was some success with a clothes dryer. An industrial designer was commissioned to improve it. The designer came up with a window in the dryer's door so people would know what the machine was meant to be used for. Still, it took until the 1960's before the clothes dryer was commonly used. The clothes lines were left empty!

Lesson Wrap-Up: Any time you read for information is a good time to practice your note-taking skills. Before you begin reading, know what your assignment will be. Use the assignment to guide your notetaking. When you are finished reading, you will have noted the facts you will need in your written response. Your written response will be easier to write and better developed because you have the facts you need at your fingertips.

Respond:

Take your writing notebook and **respond to this reading by writing why improvements in clothes washers and dryers were necessary for safety reasons.** Use details from the article to support your answer.

When reading an informational article, you need to read to remember the facts. Look at the dates and think of the timeline. Develop a topic sentence for your essay about the safety concerns for the invention of both washers and dryers.

Lesson 178

Reading for Information

Will we see our cars flying in the air someday soon? Or will our cars stay on the ground but be fueled differently in the future? It is easier to look back to understand our needs for technology or inventions to make our lives more comfortable. Seeing into the future is another story. We can close our eyes and imagine life fifty to hundred years from now. But how will we get from here to there? Read this article about one possible idea.

Lesson Wrap-Up: Reading about inventions that can make the world a better place gives rise to optimism for the future. What are some other things that could be invented which would make the world a better place? What are some things you would like to see happen that would make the world a better place? If each and every one of us could leave the world a better place, what a gift to future generations that would be!

Car of the Future?

Can technology come up with a no-pollution way to drive? What if you could pull up to a service station and fuel up with AIR! Perhaps our next generation car will run on air. What a grand idea! There wouldn't be dependence on foreign oil.

Amazingly, there is some development of a car using Compressed Air Technology in France. The car is unlike any vehicle we have ever seen. Our cars are presently fueled by combustion; flammable gasoline explodes inside the engine's cylinder. The CAT uses compressed air technology.

You would have to start with enough air to fill a small house. What happens then is that air is squashed into a space smaller than a school locker. That is the size of the super-strong high-pressure air tank. The tanks are not metallic, but made of glass fiber. They mounted under the vehicle. This little tank generates pressure of over 4,000 pounds per square inch. When the cold air interacts with warmer air, it creates pressure waves that pump the engine's pistons to propel the car. This car gets speeds of 60 miles an hour with a range of 120 miles on a full supply of air.

What does this car give off in exhaust? Pure air! That is in comparison to the carbon monoxide and hydrocarbons produced by the traditional car fueled with gas. This pure air exhaust marks a revolutionary advance and is called "minus pollution." So driving the air car actually cleans the atmosphere versus the ordinary car increasing air pollution. That is not just zero pollution...it is even better!

The exhaust comes out so cold it could be redirected back into the car for air-conditioning. This car runs so cleanly that the only lubrication of the four-cylinder engine is a small amount of vegetable oil. Engineering is now in process for producing an Earth-friendly body panel made of natural kelp fiber and mounted on an aircraft-inspired aluminum chassis.

Talk about quiet! Another unique quality of this car is how it brakes. When you apply the brakes something called "regenerative braking" happens. This works by absorbing the energy of the car's forward motion to operate a pump that raises the pressure in the air tanks. The extra pressure helps to conserve power. The engine also has instantaneous restart when you step on the gas pedal.

Via a high-pressure hose you can refuel the onboard electric air compressor. The cost of "air fuel" is just pennies per mile.

What do you think? Will this become a reality in the near future?

Respond:

Now it is your turn to write. Take the statement: "That is not just zero pollution...it is even better!" **In your notebook**, explain how the author supports this statement. Use details from the article to support your answer.

This article does give information that is a reality. It is not a pipe dream. But like other prototypes, we will have to wait and see if it becomes commonplace. The response to this article should have a strong topic sentence and several facts from the reading to support the topic sentence.



In Flight

with EIGHTH GRADE

Language Arts



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In a collaborative environment, each professional participant contributed to ensuring the quality, integrity and effectiveness of each Complete Curriculum resource was commensurate with the required educational benchmarks and contemporary standards Complete Curriculum had set forth at the onset of this publishing program.

TABLE OF CONTENTS AND OBJECTIVES

EIGHTH GRADE LANGUAGE ARTS



Lesson 1

Vocabulary List One Frequently Used Words

Objective: The student will recognize frequently encountered words, read them fluently, and understand the words and their history.

Lesson 2

Make Me Laugh! Thomas Nast – "Cartoonist for America"

Objective: The student will be introduced to analyzing the various ways that visual image-makers (graphic artists, illustrators) communicate information and affect impressions and opinions.

Lesson 3

Written Humor The Ransom of Red Chief by O. Henry

Objective: The student will analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Lesson 4

Writing Diary Entries

Objective: The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative as a diary entry.

Lesson 5

Vocabulary Assessment—List One Journal Writing

Objective: The student will demonstrate understanding of and familiarity with the Vocabulary words introduced in Vocabulary List One.

Lesson 6

Vocabulary List Two

Objective: The student will recognize frequently encountered words, read them fluently, and understand the words.

Lesson 7

Communicate With Humor Create a Comic Strip

Objective: The student will read an informational article on the origin of comic books, then create an original comic strip or cartoon.

Lesson 8

Drawing and Revising a Cartoon

Objective: The student will improve writing and communication skills by revising the cartoon created in the previous Lesson.

Lesson 9

Using Humor in Writing

Objective: The student will learn and recognize the elements of humor and employ those elements in an original composition.



Lesson 10**Vocabulary Assessment—List Two
Revising Humorous Writing**

Objective: The student will revise the humorous writing piece from Lesson 9 and assess its quality by using a rubric. The student's knowledge of Vocabulary words in List Two will be assessed.

Lesson 11**Vocabulary List Three**

Objective: The student will recognize frequently encountered words, read them fluently, and use them correctly in speech and writing.

Lesson 12**Early American Culture*****The Ballad of John Henry***

Objective: The student will study the influence of early North American immigrants on America's oral tradition.

Lesson 13***Rip Van Winkle* by Washington Irving**

Objective: The student will read an example of early American literature for comprehension and appreciation. The student will pay special attention to the setting as a literary element.

Lesson 14**American and World Folklore*****Henry Hudson and the Catskill Gnomes*****Retold by S. E. Schlosser**

Objective: The student will study an example of American folklore, then research international examples of folklore, and compare them to each other.

Lesson 15**Vocabulary Assessment—List Three****Using Quotation Marks**

Objective: The student will participate in a Vocabulary Assessment. The student will compose dialogue correctly using quotation marks.

Lesson 16**Vocabulary List Four****Frequently Misspelled Words**

Objective: The student will take time to recognize frequently misspelled words.

Lesson 17***The Adventure of the Speckled Band*****by Arthur Conan Doyle**

Objective: The student will read a short story for comprehension and appreciation. The student will identify the literary elements of conflict, plot, and characterization. The student will use deductive reasoning to solve problems.

**Lesson 28****Vocabulary List Five—Assessment****Journal Writing**

Objective: The student will demonstrate ability to recognize and can use homonyms in correct sentences.

Lesson 29**Do You Know This Word?**

Objective: The student will recognize homonyms that are most often mixed up and misspelled.

Lesson 30**Haiku**

Objective: The student will study the Japanese poetry form haiku. The student will create original haiku verses.

Lesson 31**Vocabulary List Six—Commonly Confused Words****Descriptive Writing**

Objective: The student will work on recognizing and spelling commonly confused words. The student will use figures of speech to describe a personal experience.

Lesson 32**Master of Mood: Edgar Allan Poe*****The Tell-Tale Heart* by Edgar Allan Poe**

Objective: The student will read a classic American short story for comprehension and appreciation, focusing on the author's descriptive powers and the mood of the story. The student will gain expertise in written and expressive skills by responding to the story.

Lesson 33**Responding to *The Tell-Tale Heart*****by Edgar Allan Poe**

Objective: The student will create a written piece to highlight Poe's development of mood and to increase his audience's appreciation of Poe's craft.

Lesson 34***The Open Window* by Saki**

Objective: The student will read a short story, understand and recognize satire, and interpret and analyze characters and events in the story.

Lesson 35**Vocabulary List Six—Assessment****Which Author Kept You Reading?**

Objective: The student will demonstrate understanding and use of confusing words used often in their reading and writing. The student will compare *The Tell-Tale Heart* and *The Open Window* in a written response.

Lesson 36***The Call of the Wild* by Jack London****Introduction and Chapter One – Into the Primitive**

Objective: The student will analyze the structure, elements, style and purpose of narrative genre including historical fiction, science fiction and realistic fiction.

**Lesson 18****Writing a Mystery Story**

Objective: The student will write a mystery story which can be solved using deductive reasoning.

Lesson 19**Writing a Mystery Story**

Objective: The student will produce a mystery story demonstrating evidence of deductive reasoning, and control over writing conventions.

Lesson 20**Vocabulary Assessment—List Four****Journal Writing**

Objective: The student will learn to recognize words that are often misspelled. The student will respond to a writing prompt.

Lesson 21**Vocabulary List Five****Homonyms**

Objective: The student will learn to recognize words that sound the same, but have different meanings and different spellings. The student will practice usage of homonyms.

Lesson 22**Self Discovery . . . Who Are You?**

Objective: The student will practice introspection to compose an autobiographical poem.

Lesson 23**What's in a Name?*****Rumpelstiltskin***

Objective: The student will read a German fairy tale. The student will study the themes evident in the tale, then will write a composition reacting to one of the themes.

Lesson 24**The Heart Project****A Timeline of Your Life**

Objective: The student will participate in a retrospective activity including family genealogy, a timeline, autobiographical writing, and goal setting.

Lesson 25**Your Family Tree**

Objective: The student will continue to participate in a retrospective activity including family genealogy, a timeline, autobiographical writing, and goal setting.

Lesson 26**A Special Event**

Objective: The student will participate in a retrospective activity including family genealogy, a timeline, autobiographical writing, and goal setting.

Lesson 27**Your Future**

Objective: The student will participate in a retrospective activity including family genealogy, a timeline, autobiographical writing, and goal setting.

**Lesson 37*****The Call of the Wild* by Jack London****Chapters Two—****The Law of the Club and the Fang**

Objective: The student will analyze the structure, elements and style of a work of fiction.

Lesson 38***The Call of the Wild* by Jack London****Chapter Three – The Dominant Primordial Beast**

Objective: The student will continue to analyze the structure, elements and style of a work of fiction using a reading log in preparation for further activity.

Lesson 39***The Call of the Wild* by Jack London****Chapter Four – Who Has Won to Mastership**

Objective: The student will continue to analyze the structure, elements and style of a work of fiction using a reading log in preparation for further activity.

Lesson 40***The Call of the Wild* by Jack London****Chapter Five – The Toil of Trace and Trail**

Objective: The student will continue to analyze the structure, elements and style of a work of fiction using a reading log in preparation for further activity.

Lesson 41***The Call of the Wild* by Jack London****Chapter Six—For the Love of a Man**

Objective: The student will continue to analyze the structure, elements and style of a work of fiction using a reading log in preparation for further activity.

Lesson 42***The Call of the Wild* by Jack London****Chapter 7 – The Sounding of the Call**

Objective: The student will continue to analyze the structure, elements and style of a work of fiction using a reading log in preparation for further activity.

Lesson 43**Responding to *The Call of the Wild* by Jack London**

Objective: The student will analyze *The Call of the Wild* by studying setting, plot, characters, and conflict.

Lesson 44***The Call of the Wild* by Jack London Worksheet**

Objective: The student will demonstrate knowledge of the story *The Call of the Wild*.

Lesson 45***The Call of the Wild* by Jack London Quiz**

Objective: The student will demonstrate knowledge of the content of *The Call of the Wild*.



Lesson 46**Tell Us a Story...Your Story!**

Objective: The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative. The student will apply a variety of pre-writing strategies and organize rising and falling actions in a story.

Lesson 47**Tell Us a Story****Character Development**

Objective: The student will create a work of fiction and develop characters which have depth and personality.

Lesson 48**Writing a Story—The First Draft**

Objective: The student will draft focused ideas experimenting with various ways of sequencing; drafting for coherence and consistency in word choice, structure, and style.

Lesson 49**Writing a Story – Proofreading and Editing**

Objective: The student will proofread and edit writing using grade-level expectations.

Lesson 50**Writing a Story – The Finishing Touches**

Objective: The student will write a cohesive fictional story.

Lesson 51**Success is Yours!**

Objective: The student will evaluate his story for organization, editing, presentation, English conventions, and literary elements.

Lesson 52**Vocabulary List Seven****Different Kinds of Sentences**

Objective: The student will use a variety of grammatical structures in sentence compositions. The student will identify and create simple, compound, and complex sentences.

Lesson 53**What is the name of that word?****Sentence Combining**

Objective: The student will learn, identify, and use the various parts of speech present in the English language.

Lesson 54**Complex, Not Complicated!**

Objective: The student will use a variety of grammatical structures in compositions.

Lesson 55**Adjective Clauses**

Objective: The student will use adjective clauses in compositions. The student will develop effective writing strategies.

**Lesson 66****Vocabulary List Nine****Introduction to *A Christmas Carol*****by Charles Dickens**

Objective: The student will recognize and use correct spelling conventions in the context of writing and reading.

Lesson 67***A Christmas Carol* by Charles Dickens****Stave One– Marley's Ghost**

Objective: The student will plan, monitor, regulate, and evaluate skills, strategies, and processes for reading comprehension by applying appropriate metacognitive skills.

Lesson 68**Vocabulary List Nine Writing Assignment****Based upon Stave One of *A Christmas Carol***

Objective: The student will demonstrate reading and Vocabulary word comprehension by writing a descriptive essay based upon Stave One of *A Christmas Carol*.

Lesson 69***A Christmas Carol* by Charles Dickens****Stave Two – The First of the Three Spirits**

Objective: The student will read Stave Two and demonstrate knowledge of *A Christmas Carol*.

Lesson 70***A Christmas Carol* by Charles Dickens****Stave Two Assessment**

Objective: The student will demonstrate knowledge of *A Christmas Carol* and mastery of the Vocabulary words for Stave Two.

Lesson 71***A Christmas Carol* by Charles Dickens****Stave Three – The Second of the Three Spirits**

Objective: The student will actively read Stave Three of *A Christmas Carol* using strategies learned in Lesson 64.

Lesson 72***A Christmas Carol* by Charles Dickens****Stave Three – The Second of the Three Spirits****Word Analogies**

Objective: The student will recognize and discuss the theme of *A Christmas Carol*.

Lesson 73***A Christmas Carol* by Charles Dickens,****Stave Four– The Last of the Spirits**

Objective: The student will actively read *A Christmas Carol* and practice descriptive writing or drawing.

**Lesson 56****Adverb Clauses**

Objective: The student will use adverb clauses in compositions. The student will develop writing skills.

Lesson 57**Participles and Participial Phrases**

Objective: The student will learn to identify and use participial phrases.

Lesson 58**Gerunds and Gerund Phrases**

Objective: The student will learn a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases.

Lesson 59**Informational Reading****"Thomas Alva Edison: Birthplace and Early Life"**

Objective: The student will read for information, identify key points, and summarize the information in writing.

Lesson 60**Vocabulary List Seven—Assessment**

Objective: The student will increase Vocabulary word recognition to enhance reading and writing skills.

Lesson 61**Vocabulary List Eight****The Many Sounds of "S"**

Objective: This Vocabulary Lesson will teach the student to recognize the different sounds and spellings for the letter "s."

Lesson 62***The Gift of the Magi* by O. Henry**

Objective: The student will read classic literature as an introduction to irony. Key Vocabulary: Irony of situation is a discrepancy between the expected result and the actual result. In literature, it is typically used for humorous or dramatic effect.

Lesson 63**Vocabulary List Eight—Assessment****Improving the World Writing Assignment**

Objective: The student will use correct spelling of sounds expressed with different letters.

Lesson 64**Reading Strategies**

Objective: The student will learn to practice active reading strategies to enhance understanding and enjoyment of books and stories.

Lesson 65**Understanding a Story's Background**

Objective: The student will gain understanding for the background of a story using his or her own research methods.

**Lesson 74*****A Christmas Carol* by Charles Dickens****Character Study**

Objective: The student will create a character and write a story about this character.

Lesson 75***A Christmas Carol* by Charles Dickens****Stave Five – The End of It**

Objective: The student will complete the reading of *A Christmas Carol* and understand and recognize character development.

Lesson 76***A Christmas Carol* – Reflection and Review**

Objective: The student will demonstrate an understanding of *A Christmas Carol* by writing test questions for the entire story.

Lesson 77***A Christmas Carol* Assessment**

Objective: The student will recall the details and show understanding of the literary elements in this story.

Lesson 78**Vocabulary List Nine****The Impact of Memories**

Objective: Through a writing assignment, the student will display an understanding of the impact of memories as shown through Scrooge in *A Christmas Carol*.

Lesson 79**A Closer Look at Verbs**

Objective: The student will review the use of verbs.

Lesson 80**Writing a Comparison and Contrast Essay**

Objective: The student will write a comparison and contrast essay.

Lesson 81**Vocabulary List Ten – Assessment**

Objective: The student will recognize and apply frequently used words.

Lesson 82**Reading Non-Fiction****"World Eskimo-Indian Olympics"**

Objective: The student will read informational articles finding facts and assimilating information.

Lesson 83**Reading Non-Fiction****"Amelia, Where are you?"**

Objective: The student will actively read an informational article and practice note taking skills.



Lesson 84**Reading Non-Fiction****"The Barringer Meteorite Crater Reading"**

Objective: The student will actively read an informational article for information and meaning.

Lesson 85**Recalling Vocabulary and Retaining Information**

Objective: The student will become familiar with frequently used words, understanding their definitions, knowing their spellings, and using them correctly in sentences. The student will summarize the informational articles in Lessons 82, 83, and 84.

Lesson 86**Reading Non-Fiction****"Louis Pasteur"**

Objective: The student will continue using an active reader technique for informational articles.

Lesson 87**Reading Non-Fiction****"Wonder of Wonders: Nature at its Best"****Yellowstone National Park**

Objective: The student will be an active reader while reading information articles.

Lesson 88**Writing an Informational Article****Yellowstone National Park**

Objective: The student will use her skill as a writer to produce an informational article about Yellowstone National Park.

Lesson 89**Writing an Informational Article, Continued****Yellowstone National Park**

Objective: The student will use research skills to get accurate information, take notes and write about a topic.

Lesson 90**Reading Skills Assessment*****The Call of the Wild* by Jack London Excerpt from****Chapter VII – The Sounding of the Call**

Objective: The student will participate in an Assessment measuring reading skills and analysis.

Lesson 91**Reading for Information****Robert E. Lee**

Objective: The student will apply significant knowledge from grade-level social studies and U.S. History. The student will practice note taking skills, reading comprehension strategies, and improve Vocabulary.

**Lesson 101*****Up From Slavery* by Booker T. Washington****Chapter Five**

Objective: The student will continue reading Booker T. Washington's autobiography for comprehension, appreciation, and exposure to new ideas.

Lesson 102***Up From Slavery* Written Reflection**

Objective: The student will reflect on the issues and ideas prompted in Chapters 1-5 of *Up From Slavery* and write a reflective essay expressing them.

Lesson 103***Up From Slavery* by Booker T. Washington****Chapter Six**

Objective: The student will read *Up From Slavery* for appreciation, comprehension, and exposure to new ideas. The student will demonstrate comprehension by answering questions at the end of the reading.

Lesson 104***Up From Slavery* by Booker T. Washington****Chapter Seven**

Objective: The student will actively read Booker T. Washington's autobiography and answer comprehension questions following Chapter Seven.

Lesson 105***Up From Slavery* by Booker T. Washington****Chapter Eight**

Objective: The student will read *Up From Slavery* for comprehension and enjoyment, increasing Vocabulary and demonstrating understanding.

Lesson 106***Up From Slavery* by Booker T. Washington****Chapter Nine**

Objective: The student will actively read Booker T. Washington's autobiography for enjoyment, understanding, and evaluation.

Lesson 107***Up From Slavery* by Booker T. Washington****Chapter Ten**

Objective: The student will continue reading *Up From Slavery* to increase Vocabulary, understand another place and time, and develop understanding of race in America.

Lesson 108***Up From Slavery* by Booker T. Washington****Reflecting on the Benefits of Handmade Goods**

Objective: The student will demonstrate knowledge of *Up From Slavery*. The student will create a writing piece speaking in the voice of a student of the Tuskegee Institute in Booker T. Washington's day.

**Lesson 92****A Timeline of Civil Rights**

Objective: The student will apply significant knowledge of grade-level social studies. The student will demonstrate the ability to read a timeline.

Lesson 93**Reading for Information****"Our Constitution"**

Objective: The student will apply significant knowledge from social studies.

Lesson 94**Analogies**

Objective: The student will know the meanings of words encountered frequently in grade-level reading. The student will demonstrate expertise in finding how words are related.

Lesson 95**Vocabulary List Eleven****Building Vocabulary and Writing Skills**

Objective: The student will master the skill of learning and using an expanded Vocabulary.

Lesson 96**Biographical Sketch of Booker T. Washington****"Booker T. Washington"**

Objective: The student will read a biographical sketch of Booker T. Washington and show comprehension by answering questions about the reading. The student will be introduced to the author of the book covering Lessons 97 through 116.

Lesson 97***Up From Slavery* by Booker T. Washington****Introduction, Chapter One**

Objective: The student will read an autobiography and evaluate it for evidence of stereotypes. The student will respond to the book in writing to provide evidence of understanding.

Lesson 98***Up From Slavery* by Booker T. Washington****Chapter Two**

Objective: The student will continue to read an autobiography for understanding and will evaluate the book as an example of the culture and philosophy of the era in which it was written.

Lesson 99***Up From Slavery* by Booker T. Washington****Chapter Three**

Objective: The student will continue reading Booker T. Washington's autobiography and evaluate the impact of racial identity on the author.

Lesson 100***Up From Slavery* by Booker T. Washington,****Chapter Four**

Objective: The student will continue to gain insight, perspective, and comprehension skills by reading an autobiographical account.

**Lesson 109*****Up From Slavery* by Booker T. Washington****Chapter Eleven**

Objective: The student will read an autobiographical piece. The student will investigate rail travel in late nineteenth century America and compute the cost.

Lesson 110***Up From Slavery* by Booker T. Washington****Chapter Twelve**

Objective: The student will continue reading and appreciation of Booker T. Washington's autobiography.

Lesson 111***Up From Slavery* by Booker T. Washington****Chapter Thirteen**

Objective: The student will continue reading *Up From Slavery* for appreciation and comprehension.

Lesson 112***Up From Slavery* by Booker T. Washington****Chapter Fourteen**

Objective: The student will read Chapter Fourteen of *Up From Slavery* for appreciation and comprehension.

Lesson 113***Up From Slavery* by Booker T. Washington****Chapter Fifteen**

Objective: The student will read *Up From Slavery* and continue to expand understanding of the author and the times in which he lived.

Lesson 114**What is Your Passion? Writing Persuasively**

Objective: The student will exhibit personal style and voice to create a persuasive essay.

Lesson 115***Up From Slavery* by Booker T. Washington****Chapter Sixteen**

Objective: The student will read Booker T. Washington's autobiography. She will demonstrate comprehension and build understanding of the author and the America in which the story takes place.

Lesson 116***Up From Slavery* by Booker T. Washington****Chapter Seventeen**

Objective: The student will complete *Up From Slavery*, once again demonstrating understanding of the reading, and the times and culture of Booker T. Washington's day.

Lesson 117**Comparing and Contrasting *Up From Slavery*****and *A Christmas Carol***

Objective: The student will create a composition comparing and contrasting two literary pieces. The student will analyze and evaluate both pieces and demonstrate expertise in written expression.



Lesson 118**Completing and Evaluating the Comparison and Contrast Essay – A Christmas Carol and Up From Slavery**

Objective: The student will continue the writing process of the comparison and contrast essay begun in Lesson 117.

Lesson 119**Verbs: What do they do in a sentence?**

Objective: The student will review and master the purpose of verbs in sentences.

Lesson 120**What is an Adverb?**

Objective: The student will recognize and master the use of adverbs in writing.

Lesson 121**Words to Wow Your Writing!**

Objective: The student will study Vocabulary for meaning, spelling, and applied use in writing.

Lesson 122**Expository Writing: How Healthy are You?**

Objective: The student will use a variety of Vocabulary words to communicate in writing more effectively.

Lesson 123**Dream Camp**

Objective: The student will draft ideas experimenting with various ways of sequencing ideas chronologically by importance.

Lesson 124**Dream Camp – Scheduling Activities**

Objective: The student will plan activities for Dream Camp. The student will develop staffing requirements and an advertising program for the camp.

Lesson 125**Vocabulary List Twelve – Assessment**

Objective: The student will be assessed on the spelling and meaning of the Vocabulary words.

Lesson 126**Vocabulary List Thirteen****Words Worth Using**

Objective: The student will learn more Vocabulary words to use in spoken and written expression.

Lesson 127**Dream Camp – Eating Healthy**

Objective: The student will research dietary information to design healthy menus for Dream Camp. Information will be synthesized to create the menus.

**Lesson 137****Rikki-tikki-tavi by Rudyard Kipling**

Objective: The student will analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.

Lesson 138**Assess Rikki-tikki-tavi Assessment**

Objective: The student will analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.

Lesson 139**Writing Dialogue**

Objective: The student will display a personal writing style and voice into a narrative writing assignment.

Lesson 140**Vocabulary List Sixteen – Assessment****Idioms**

Objective: The student will learn the meaning and spelling of commonly used words.

Lesson 141**Vocabulary List Seventeen****Articulate!**

Objective: The student will become familiar with frequently used words and their meanings to increase Vocabulary.

Lesson 142**The Lady, or the Tiger? by Frank R. Stockton**

Objective: The student will read and analyze a classic short story, build Vocabulary skills, summarize it orally, practice reflection and perform analysis.

Lesson 143**Debate: The Lady, or the Tiger?****by Frank R. Stockton**

Objective: The student will participate in a debate and will utilize research skills, oral presentation skills, and organization skills.

Lesson 144**The Story of Dr. Dolittle by Hugh Lofting****Chapters One, Two and Three**

Objective: The student will be enthusiastic about reading and become an independent reader.

Lesson 145**Vocabulary List Seventeen – Assessment****Punctuation Practice**

Objective: The student will practice correct spelling for frequently used words. The student will also practice using punctuation marks.

**Lesson 128****Dream Camp – Staying Physically and Mentally Fit**

Objective: The student will continue the dream camp project by ordering and planning camper schedules.

Lesson 129**What is...Just So?****"How the Whale Got His Throat"****by Rudyard Kipling**

Objective: The student will analyze organizational patterns including chronological sequence, compare/contrast and cause/effect.

Lesson 130**Vocabulary List Fourteen-Assessment****Uh-oh! A Writing Assignment**

Objective: The student will apply deductive reasoning and writing skills by writing an essay on a personal life experience about making the wrong decision or taking the wrong action and what was learned from it.

Lesson 131**Vocabulary List Fifteen****What a Conundrum!**

Objective: The student will learn to decode new words and understand the meaning of new words.

Lesson 132**Personification**

Objective: The student will exhibit personal style and voice by using personification to enhance the written message.

Lesson 133**The Power of Words and Pictures**

Objective: The student will interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions, and will become more conscious of advertising techniques.

Lesson 134**Descriptive Language**

Objective: The student will use words to create descriptive images in compositions.

Lesson 135**Vocabulary List Fifteen—Assessment****It Won't be a Conundrum!**

Objective: The student will be assessed on the spelling and meaning of Vocabulary words.

Lesson 136**Vocabulary List Sixteen****It was Serendipity!**

Objective: The student will determine the meaning of words and Vocabulary.

**Lesson 146****Vocabulary List Eighteen****The Persuasive Essay**

Objective: The student will learn to use correct spelling of frequently used words and will write a persuasive essay.

Lesson 147**The Story of Dr. Dolittle by Hugh Lofting****Chapters Five and Six**

Objective: The student will be enthusiastic about reading and become an independent reader.

Lesson 148**Writing a Children's Story**

Objective: The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

Lesson 149**Writing a Children's Story, Continued**

Objective: The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative.

Lesson 150**Vocabulary List Eighteen – Assessment****"How the Leopard Got Its Spots"****by Rudyard Kipling**

Objective: The student will, in the context of writing, use correct spelling conventions.

Lesson 151**Vocabulary List Nineteen****Literary Terms**

Objective: The student will acquire and apply strategies to identify unknown words and construct meaning.

Lesson 152**"How the Alphabet Was Made"****by Rudyard Kipling**

Objective: The student will read one of Kipling's *Just So* stories for comprehension and appreciation.

Lesson 153**Tall Tales, Folk Tales, and Fables****Rapunzel by The Brothers Grimm**

Objective: The student will read a fairy tale, then research international tales to compare and summarize.

Lesson 154**Comparing Folk Tales**

Objective: The student will analyze the structure, elements, style, and purpose of narrative genre.



Lesson 155**Vocabulary List Nineteen Assessment
Writing a Folk Tale**

Objective: The student will determine the meaning of words and including literary terms.

Lesson 156**Vocabulary List Twenty
Using Context to Build Vocabulary**

Objective: The student will develop the skill of figuring out the meaning of a new word through context clues.

Lesson 157**The Impact of Immigration**

Objective: The student will consider the impact of immigrants on United States culture and create a composition on that topic.

Lesson 158**Nonviolent Resistance****"Mahatma Gandhi"**

Objective: The student will read an informational article about Gandhi. The student will think about and analyze his contributions to the world, then create a composition on the subject.

Lesson 159**From Coast to Coast**

Objective: The student will complete a research and writing assignment on traveling from coast to coast in the U.S which will require application of skills and knowledge in math, social studies, geography and science.

Lesson 160**Vocabulary List Twenty – Assessment****Sensory Writing**

Objective: The student will know the meanings of words encountered in grade-level reading.

Lesson 161**Vocabulary List Twenty-One:
Homophones and Homographs
Newspaper Article Writing**

Objective: The student will acquire and apply strategies to identify homophones and homographs. The student will improve written communication skills by practicing news writing strategies.

Lesson 162/Vocabulary**List Twenty-One – Assessment****Time Capsule**

Objective: The student will determine the meaning of words and phrases including content area Vocabulary. The student will read for information and practice summarization skills. The student will select items in the newspaper that identify us a people and explain why they are representative.

**Lesson 172*****The Cat that Walked by Himself*
by Rudyard Kipling**

Objective: The student will read one of Kipling's *Just So* stories, then will demonstrate summarization skills.

Lesson 173***"The Crab that Played with the Sea"*
by Rudyard Kipling**

Objective: The student will read one of Kipling's *Just So* stories and demonstrate understanding by answering comprehension questions following the reading.

Lesson 174***"The Butterfly that Stamped"*
by Rudyard Kipling**

Objective: The student will read a Kipling *Just So* story for comprehension and appreciation.

Lesson 175**Vocabulary List Twenty-Three
Introduction to *A Dog's Tale* by Mark Twain**

Objective: The student will know the meanings of words encountered in grade-level reading context.

Lesson 176***A Dog's Tale* by Mark Twain**

Objective: The student will read a classic short story recognizing the underlying meaning and using inferences.

Lesson 177**Reading for Information
*"When Laundry was a Real Chore"***

Objective: The student will read an informational article to demonstrate comprehension and ability to identify important points. The student will use this information in Lesson 179 as part of an essay comparing two articles.

Lesson 178**Reading for Information
*"Car of the Future?"***

Objective: The student will read an informational article then create a written response using details from the article to support a point.

Lesson 179**Comparing Informational Articles**

Objective: The student will reflect on two informational articles, and then write an essay comparing them and demonstrating mastery of the conventions of English.

Lesson 180**Punctuation and Grammar –
Review and Assessment**

Objective: The student will use correct writing conventions.

**Lesson 163****Vocabulary List Twenty-Two –
More Commonly Confused Words
If You Were an Animal . . .**

Objective: The student will learn to distinguish between Vocabulary words of similar pronunciation and be able to use them correctly.

Lesson 164**Conducting Research,
Note-taking and Paraphrasing
*"The Candy with the Maker's Name"***

Objective: The student will formulate research questions that demonstrate critical evaluation of multiple resources, perspectives and culminate in a final project.

Lesson 165**Conducting Research and
Taking Notes on a Chosen Topic**

Objective: The student will formulate research questions that demonstrate critical evaluation of resources.

Lesson 166**Research Guidelines**

Objective: The student will formulate a research question that demonstrates critical evaluation of multiple resources.

Lesson 167**Developing a Research Topic**

Objective: The student will formulate research questions that demonstrate critical evaluation and will culminate in a project.

Lesson 168**Developing a Thesis Statement
Making an Outline**

Objective: The student will produce a final research product

Lesson 169**Writing a Research Paper**

Objective: The student will write the first draft of a formal research paper supporting a thesis statement based upon information researched, organized and outlined.

Lesson 170**Vocabulary List Twenty-Two – Assessment****Word Origins**

Objective: The student will be assessed on correctly using commonly confused words; the student will gain more awareness of how the English language has been influenced by foreign languages and cultures.

Lesson 171**A Dynamic Language
*"Jack Kilby"***

Objective: The student will know the meanings of words frequently encountered words while reading and recognize their origin.

**Lesson 172*****The Cat that Walked by Himself*
by Rudyard Kipling**

Objective: The student will read one of Kipling's *Just So* stories, then will demonstrate summarization skills.

Lesson 173***"The Crab that Played with the Sea"*
by Rudyard Kipling**

Objective: The student will read one of Kipling's *Just So* stories and demonstrate understanding by answering comprehension questions following the reading.

Lesson 174***"The Butterfly that Stamped"*
by Rudyard Kipling**

Objective: The student will read a Kipling *Just So* story for comprehension and appreciation.

Lesson 175**Vocabulary List Twenty-Three
Introduction to *A Dog's Tale* by Mark Twain**

Objective: The student will know the meanings of words encountered in grade-level reading context.

Lesson 176***A Dog's Tale* by Mark Twain**

Objective: The student will read a classic short story recognizing the underlying meaning and using inferences.

Lesson 177**Reading for Information
*"When Laundry was a Real Chore"***

Objective: The student will read an informational article to demonstrate comprehension and ability to identify important points. The student will use this information in Lesson 179 as part of an essay comparing two articles.

Lesson 178**Reading for Information
*"Car of the Future?"***

Objective: The student will read an informational article then create a written response using details from the article to support a point.

Lesson 179**Comparing Informational Articles**

Objective: The student will reflect on two informational articles, and then write an essay comparing them and demonstrating mastery of the conventions of English.

Lesson 180**Punctuation and Grammar –
Review and Assessment**

Objective: The student will use correct writing conventions.



In Flight

with EIGHTH GRADE

Language Arts

Take Off To a Fine Start In Language Arts!

To the Student

Each daily Lesson begins with a question. This isn't a trick question – you can't study for this question – but you do have to think about it before you answer. The more you think, write or talk about your answer, the more relevant the material will become, the more interested you will be in what you are about to learn, and the better you will be able to understand and apply what you are about to learn.



Eighth Grade Language Arts Common Core Alignment	Complete Curriculum Lesson
Reading: 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.	13, 14, 17, 32, 34, 42, 61, 69, 70, 79, 75-77, 137, 138, 142, 144, 154, 173, 176
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.	17, 23, 32, 34, 36-45, 62, 67, 69-77, 137, 138, 142, 144, 154, 172, 173, 176
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.	3, 17, 32, 34, 36, 38, 40, 69, 70, 138, 144, 154, 173, 174, 176
--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	1, 3, 5, 6, 11, 13, 15, 17, 21, 32, 36, 37
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.	14, 35, 154
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.	135, 174
--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.	77,
RL.8.8. (Not applicable to literature)	
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.	138, 150, 153
--Range of Reading and Level of Text Complexity	

RI.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.	3, 12-14, 17, 23, 32, 34-42, 62, 67, 69, 71-77, 129, 137, 138, 142, 144, 147, 150, 152, 153, 172-174, 176
Reading: Informational Text	
<i>Key Ideas and Details</i>	
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.	2, 5, 82, 84, 86, 91, 93, 96, 97, 98, 103, 105-107, 110, 116, 118
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.	59, 82-84, 86, 87, 91, 93, 99-101, 103-107, 110, 111, 113, 115
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	103, 117
--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.	82, 83, 91, 93
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.	178,
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.	83, 86
--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.	2,
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.	157,

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.	157,
--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.	2, 59, 65, 82-87, 90, 91, 93, 96-101, 103-107, 109-113, 115, 116, 158, 161, 162, 164, 171, 175, 177, 178
Writing	
--Text Types and Purposes	
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.	
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	114, 146
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	114, 146
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	114, 146
Establish and maintain a formal style.	114, 146
Provide a concluding statement or section that follows from and supports the argument presented.	114, 146
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.	
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.	24—27, 80, 122, 168, 169
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	24-27, 80, 122, 169

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	24-27, 80, 122, 169
Use precise language and domain-specific vocabulary to inform about or explain the topic.	24-27, 80, 122, 169
Establish and maintain a formal style.	24-27, 80, 122, 169
Provide a concluding statement or section that follows from and supports the information or explanation presented.	24-27, 80, 122, 169
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
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.	9, 16, 18, 19, 46-48, 50, 108, 139
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	9, 16, 18, 19, 46-48, 50, 108, 139
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.	9, 16, 18, 19, 46-48, 50, 108, 139
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	9, 16, 18, 19, 46-48, 50, 108, 139
Provide a conclusion that follows from and reflects on the narrated experiences or events.	9, 16, 18, 19, 46-48, 50, 108, 139
--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.)	4, 9, 10, 18-20, 22, 23, 30, 31, 35, 43, 102, 122-124, 127-131, 134, 148, 149
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	4, 8, 10, 19, 24, 49, 65, 75, 118

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.	24-28, 89, 127, 128, 132, 142, 159
<i>--Research to Build and Present Knowledge</i>	
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.	12, 14, 23, 37, 39, 60, 61, 65, 83, 86, 89, 91, 92, 95, 103, 105, 115, 116, 132, 143, 152, 158, 159
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	12, 14, 23, 65, 87-89, 92, 124, 127, 128, 132, 153, 159, 164-168, 175, 177
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Apply grade 8 reading standards to literature</i> (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, <i>Apply grade 8 reading standards to literary nonfiction</i> (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	14, 23, 33, 35, 43, 44, 68, 76, 78, 154
<i>--Range of Writing</i>	83, 86, 98, 117, 179
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).	2, 4, 5, 7, 9, 11, 13, 14, 16, 18-20, 22-33, 35, 37, 39-41, 43, 44, 46-51, 61-63, 68, 71-75, 80, 99, 102, 106, 110, 112, 113, 117, 118, 122-124.
Speaking and Listening	
<i>--Comprehension and Collaboration</i>	
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
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.	69, 104, 109, 143
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	64, 104, 109, 143
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	69, 104, 109
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	69, 104, 109, 143

SL.8.2. Analyze the purpose or information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	133,
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.	143,
<i>--Presentation of Knowledge and Ideas</i>	
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	60, 86, 90, 143
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	90, 128
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	60, 86, 90, 143
Language	
<i>--Conventions of Standards English</i>	
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	57, 58
Form and use verbs in the active and passive voice.	79, 119
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	79,
Recognize and correct inappropriate shifts in verb voice and mood.*	79,
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	52, 145, 180

Use an ellipsis to indicate an omission.	
Spell correctly.	146, 148, 149, 155, 170, 180
<i>--Knowledge of Language</i>	
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
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).	79,
<i>--Vocabulary Acquisition and Use</i>	
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.	
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.	36, 37, 83, 156
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	70, 170
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.	1, 6, 11, 13, 17, 21, 29, 31, 32, 36, 37, 52, 53, 61, 63, 66, 78, 85, 95, 121, 130
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).	36, 37, 66.
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Interpret figures of speech (e.g. verbal irony, puns) in context.	9, 31, 140, 162

Use the relationship between particular words to better understand each of the words.	72, 94
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	136, 140, 162, 163
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.	1, 3, 5, 6, 13, 15, 17, 21, 28, 31, 32, 35-37, 52, 53, 60, 61, 63, 66, 70, 72, 76, 77, 81, 82, 85, 91, 94, 95, 99, 121, 125, 126, 130, 131, 135, 136, 138, 140, 141, 150, 151, 155, 156, 160-163, 170, 171, 175