

Houghton Mifflin Harcourt
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Grade 8

correlated to the

Common Core State Standards
English Language Arts
Grade 8

Standard	Descriptor	Citations
Reading Standards for Literature		
	Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE: Reading Toolbox: Making Inferences, 14; Analyzing the Text: Make Inferences, 154, 231; Upload (narrative), 14–15, 42–43, 67, 71, 84–85, 130–131, 149, 174–175, 212–213, 235, 254–255 TE: Reading Toolbox: Making Inferences, 35; Analyzing the Text: Make Inferences, 486, 752; Explore the Topic (narrative, examples), 12–14, 17–18, 21, 26–29, 32, 35–36, 39–40, 104–106, 109–115, 118–119, 122–123, 156–158, 161–162, 186–187, 192–193, 196–197, 200–204, 207–208, 211–213, 218–220, 223–224, 226–228, 246–2253, 256–257, 260–261, 264–265, 592–593, 596–597, 602–603, 606–607, 635–636, 666–667, 672–674, 677–682

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
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.	SE: Setting a Purpose, 76; Writing Activity: Short Response, 84; Comparing Texts (Theme), 235 TE: Why this text? (themes), 231, 537; Close Read: Theme, 236; Vocabulary of Misfortune, 548; Comparing Texts (Theme), 767; Connect Image and Theme, 580, 718; Connecting Word and Theme, 581, 719; Analyze Theme, 683
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.	SE: Reading Toolbox: Dialogue, 62; Collaborative Discussion, 67, 130; Setting a Purpose, 122; Reading with Expression, 174; Speak Out! 255 TE: Character, 2g, 28, 32, 105, 109, 110, 112, 115, 146i, 157, 196, 201, 202, 203, 231, 247, 250, 253, 256, 259, 288k, 393, 397, 400, 401, 403, 464, 469, 542, 543, 545, 546
Craft and Structure		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SE: Vocabulary Strategy: Figurative Language, 59; Language Choice, 24; Poetic Form, 68; Similes, 93; Figurative Language, 58, 147, 156, 230, R62; Vocabulary Strategy, 14, 67, 105, 121, 154, 161, 203, 246 TE: Figurative Language, 68, 176, 181, 212, 223, 287d, 288i, 346, 441, 494; Build Vocabulary (narrative, examples), 15, 19, 22, 30, 33, 37, 41, 107, 116, 120, 124, 159, 163, 188, 194, 198, 205, 209, 214, 221, 225, 229, 254, 258, 262, 266, 594, 598, 604, 637, 675, 683
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.	SE: Reading Toolbox: Poetic Form, 68; Determining Style Elements: Mood, Tone, and Language Choice, 24; Write an Essay About Your Favorite Genre of Literature, 161 TE: Reading Toolbox: Poetic Form, 211; Write an Essay About Your Favorite Genre of Literature, 513

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Common Core State Standards for English Language Arts, Grade 8

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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.	SE: Analyzing Style Elements: Mood, Tone, and Point of View, 144; Point of View and Narrator, 10, 54, 149; Writing, 45, 87, 135, 177, 257 TE: Analyzing Style Elements: Mood, Tone, and Point of View, 458; Point of View and Narrator, 26, 158, 469; Writing, 129, 271, 421, 561, 841
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.	SE: Language Cam Video, 8–9, 55, 96–97, 143, 187, 225; Podcast, 22–23, 60–61, 106–107, 156–157, 196–197, 236–237; Reading with Expression, 174; Reading Toolbox: Reading Aloud with Expression, 174 TE: View and Compare and Contrast, 21, 165, 307, 453, 606–607, 735; Podcasts, 60–61, 186–187, 332–333, 494–495, 774–775; Reading with Expression, 550
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.	SE: Horror Story, 60–61; Folktale, 156–157; also see: Classic Fiction, 76–85, 122–131, 166–175 TE: Horror Story, 183–185; Folktale, 494–495; also see: Classic Fiction, 246–253, 392–403, 536–547
Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6–8 text complexity band independently and proficiently.	SE: Novel Excerpt, 10–15; Biography, 34–43, 196–197, 204–213, 248–255; Horror Story, 60–61; Short Story, 62–67, 144–149; Poetry, 68–71, 232–235; Classic Fiction, 76–85, 122–131, 166–175; Personal Narrative, 106–107; Folktale, 156–157 TE: Explore the Topic (narrative, examples), 12–14, 17–18, 21, 26–29, 32, 35–36, 39–40, 104–106, 109–115, 118–119, 122–123, 156–158, 161–162, 186–187, 192–193, 196–197, 200–204, 207–208, 211–213, 218–220, 223–224, 226–228, 246–2253, 256–257, 260–261, 264–265, 592–593, 596–597, 602–603, 606–607, 635–636, 666–667, 672–674, 677–682

Standard	Descriptor	Citations
Reading Standards for Informational Text		
Key Ideas and Details		
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SE: Upload (informative), 20–21, 29, 33, 59, 75, 104–105, 111, 116–117, 121, 154–155, 161, 165, 195, 203, 231, 240–241, 246–247; Making Inferences, 154; Analyzing the Text: Make Inferences, 116, 165 TE: Explore the Topic (informative, examples), 43–45, 50–53, 56–57, 60–61, 64–65, 68–69, 74–78, 81–82, 85–86, 89, 92–95, 100–101, 170–171, 174–176, 179–180, 183, 231–232, 234–237, 242–243, 610–616, 619–620, 623, 628, 631–632, 648–649, 652–656, 659–660, 663; Making Inferences, 486; Analyzing the Text: Make Inferences, 369, 527
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.	SE: Reading Toolbox: Determine Central Idea and Details, 104; Summarizing a Text, 33; Summarizing, 198 TE: Reading Toolbox: Determine Central Idea and Details, 324; Summarizing a Text, 100
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	SE: Reading Toolbox: Determine Central Idea and Details, 104; Outlining, 116; Problem and Solution, 242; Analyzing the Text: Text Structure, 59 TE: Reading Toolbox: Determine Central Idea and Details, 325; Outlining, 369; Problem and Solution, 798
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.	SE: Vocabulary Strategy, 14, 59, 67, 105, 121, 154, 161, 203, 246 TE: Build Vocabulary (informative, examples), 46, 54, 62, 66, 70, 79, 83, 87, 90, 96, 102, 172, 177, 181, 184, 233, 238, 244, 617, 621, 624, 629, 633, 650, 657, 661, 664

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Common Core State Standards for English Language Arts, Grade 8

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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.	SE: Reading Toolbox: Outlining, 116; Problem and Solution, 242; Analyzing the Text: Text Structure, 59; Features of an Argument, 240 TE: Reading Toolbox: Outlining, 368; Problem and Solution, 798; Features of an Argument, 784
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.	SE: Reading Toolbox: Determining Author’s Purpose, 98; Features of an Argument, 240; Problem and Solution, 242; Reading an Argument, 254; Writing Activity: Write an Argument, 241; Argument, 255 TE: Reading Toolbox: Author’s Purpose, 312; Reading Toolbox: Features of an Argument, 784; Problem and Solution, 798; Reading an Argument, 831; Writing Activity: Write Both Sides of an Argument, 663; Listening Toolbox: Listening to an Argument, 794
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.	SE: Language Cam Video, 8–9, 55, 96–97, 143, 187, 225 TE: View and Compare and Contrast, 21, 165, 307, 453, 606–607, 735
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.	SE: Reading Toolbox: Features of an Argument, 240; Problem and Solution, 242; Reading an Argument, 254; Writing Activity: Write an Argument, 241; Argument, 255; Listening Toolbox: Listening to an Argument, 241 TE: Reading Toolbox: Features of an Argument, 784; Problem and Solution, 798; Reading an Argument, 831; Writing Activity: Write Both Sides of an Argument, 663; Listening Toolbox: Listening to an Argument, 794

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RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<p>SE: <i>“Life of the Party” from Breaking In, 188–195; The United States Supreme Court, 196–197; What Work Means, 236–239; Mother Jones and the Children’s Crusade, 240–245</i></p> <p>TE: <i>“Life of the Party” from Breaking In, 610–616; The United States Supreme Court, 653–656; What Work Means, 782–783; Mother Jones and the Children’s Crusade, 799–801</i></p>
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.	<p>SE: Biography, 34–43, 196–197, 204–213, 248–255; Book Review, 158–161; Informational Text, 16–21, 24–29, 30–33, 56–59, 72–75, 112–117, 118–121, 150–155, 162–165, 198–203, 238–241, 242–247; Interview, 22–23, 236–237; Nonfiction Book Excerpt, 98–105, 188–195, 226–231</p> <p>TE: Explore the Topic (informative, examples), 43–45, 50–53, 56–57, 60–61, 64–65, 68–69, 74–78, 81–82, 85–86, 89, 92–95, 100–101, 170–171, 174–176, 179–180, 183, 231–232, 234–237, 242–243, 610–616, 619–620, 623, 628, 631–632, 648–649, 652–656, 659–660, 663</p>

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
Writing Standards		
Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	SE: Performance Task: Argument, 256–259; also see: Writing Activity: Write an Argument, 241; Argument, 255 TE: Performance Task: Argument, Argument, 840–841, 844–845, 848–849, 852–853, 856; also see: Writing Activity: Write an Argument, 790; Argument, 834
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: Written Argument: Make a Claim, 257; Reasons and Evidence, 257, 258; also see: Writing Activity: Write an Argument, 241; Argument, 255 TE: Written Argument: Make a Claim, 841; Reasons and Evidence, 844; also see: Writing Activity: Write an Argument, 790; Argument, 834
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: Written Argument: Find Reasons, 257; Reasons and Evidence, 258; Present Strong Evidence, 259; also see: Writing Activity: Write an Argument, 241; Argument, 255 TE: Written Argument: Find Reasons, 841; Reasons and Evidence, 844; also see: Writing Activity: Write an Argument, 790; Argument, 834
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: Written Argument: Transitions, 257 TE: Written Argument: Transitions, 841
W.8.1d	Establish and maintain a formal style.	SE: Written Argument: Think About Style, 257 TE: Written Argument: Think About Style, 841
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	SE: Written Argument: Conclusion, 258, 259 TE: Written Argument: Conclusion, 844, 845

Houghton Mifflin Harcourt *Escalate English* ©2017 Grade 8 correlated to the
Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
W.8.2	Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE: Performance Task: Informative Essay, 132–135; Research Report, 214–217; also see: Writing Activity: Start a Blog, 8; Write an Outline, 117 TE: Performance Task: Informative Essay, 416–417, 420–421, 424–425, 428–429, 432; Research Report, 698–699, 702–703, 706–707, 710–711, 714
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE: Performance Task: Informative Essay, 132–135; Research Report, 214–217; also see: Writing Activity: Start a Blog, 8; Write an Outline, 117 TE: Performance Task: Informative Essay, 416–417, 420–421, 424–425, 428–429, 432; Research Report, 698–699, 702–703, 706–707, 710–711, 714; Writing Activity: Start a Blog, 18; Write an Outline, 373
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213; Research report: Gather Your Sources, 215 TE: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: Informative Essay: Structure, 133, 134 TE: Informative Essay: Structure (subheadings and links between ideas), 417, 420
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: Informative Essay: Vocabulary, 133 TE: Informative Essay: Vocabulary, 417
W.8.2e	Establish and maintain a formal style.	SE: Informative Essay: Vocabulary (writing style), 133 TE: Informative Essay: Vocabulary (writing style), 417
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: Informative Essay: Conclusion, 134, 135 TE: Informative Essay: Conclusion, 420, 421

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Common Core State Standards for English Language Arts, Grade 8

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W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE: Performance Activity: Short Story, 86–89; Writing Activity: Twist Ending, 71; Graphic Novel Panels, 130; Narrative, 149 TE: Performance Task: Short Story, 270–271, 274–275, 278–279, 282–283, 286; Writing Activity: Twist Ending, 227; Graphic Novel Panels, 407; Narrative, 470
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.	SE: Short Story: Point of View, 87, 89; Writing Activity: Twist Ending, 71; Graphic Novel Panels, 130; Narrative, 149 TE: Short Story: Point of View, 271; Writing Activity: Twist Ending, 227; Graphic Novel Panels, 407; Narrative, 470
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE: Short story: Characters, 87, 89; Elements of a Story, 88 TE: Short Story: Characters, 271, 275; Elements of a Story, 274
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	SE: Short Story: Transitions, 89 TE: Short Story: Transitions, 275
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: Short Story: Setting, 87; Descriptive Language, 89 TE: Short Story: Setting, 271; Descriptive Language, 275
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE: Short Story: Conflict and Resolution, 87, 88, 89 TE: Short Story: Conflict and Resolution, 271, 274, 275

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Common Core State Standards for English Language Arts, Grade 8

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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 20-22 above.)	<p>SE: Performance Task, 44–47, 86–89, 132–135, 176–179, 214–217, 256–259; Writing Activity, 8, 15, 54, 71, 84, 96, 117, 130, 142, 149, 186, 195, 213, 224, 241, 255; Write On! 8, 33, 42, 54, 96, 111, 142, 161, 186, 203, 224, 231, 235</p> <p>TE: Performance Task, 128–144, 270–286, 416–432, 560–576, 698–714, 840–856; Writing Activity, 18, 39, 162, 227, 261, 304, 373, 407, 450, 470, 602, 628, 693, 732, 790, 834; Write On! 17, 101, 119, 158, 300, 352, 446, 513, 596, 663, 728, 752, 767</p>
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.)	<p>SE: Short Story, 86–89; Informative Essay, 132–135; Argument, 256–259; Research Report, 214–217; Literary Analysis, 44–47</p> <p>TE: Short Story, 270–271, 274–275, 278–279, 282–283, 286; Informative Essay, 416–417, 420–421, 424–425, 428–429, 432; Argument, 840–841, 844–845, 848–849, 852–853, 856; Research Report, 698–699, 702–703, 706–707, 710–711, 714; Literary Analysis, 128–129, 132–133, 136–137, 140–141, 144</p>
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<p>SE: Writing Activity: Start a Blog, 8; Brainstorm Topics for Your Blog, 54; Helpful Tips When Writing Blog Posts, 186; Share and Interact with Other Blogs, 224; Write On! Write a Comment on a Blog, 8, 54, 96, 142, 186</p> <p>TE: Writing Activity: Start a Blog, 18; Brainstorm Topics for Your Blog, 162; Helpful Tips When Writing Blog Posts, 602; Share and Interact with Other Blogs, 732; Write On! Write a Comment on a Blog, 17, 158, 300, 446, 596</p>

Standard	Descriptor	Citations
Research to Build and Present Knowledge		
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>SE: Performance Task: Research Report, 214–217; also see: Reading Toolbox: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213</p> <p>TE: Research report: Take notes, Make an outline, 699; also see: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699</p>
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>SE: Research Report, 214–217; also see: Reading Toolbox: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213</p> <p>TE: Research report: Take notes, Make an outline, 699; also see: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699</p>
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.8.9a	Apply <i>Grade 8 Reading standards</i> to literature (e.g., —Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new!).	<p>SE: Literary Analysis, 44–47; also see: Writing Activity: Short Response, 84; Write On!: Write an Essay About Your Favorite Genre of Literature, 161</p> <p>TE: Literary Analysis, 128–129, 132–133, 136–137, 140–141, 144; also see: Writing Activity: Short Response, 261; Write On!: Write an Essay About Your Favorite Genre of Literature, 513</p>

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W.8.9b	Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).	SE: Writing Activity: Judge Sources, 195; Write On!: Write a Comment on a Blog, 8, 54, 96, 142, 186; Write a Summary, 33; Write a Paragraph About Freedom, 111 TE: Writing Activity: Judge Sources, 628; Write On!: Write a Comment on a Blog, 17, 158, 300, 446, 596; Write a Summary, 101; Write a Paragraph About Freedom, 352
Range of Writing		
W.8.10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	SE: Performance Task, 44–47, 86–89, 132–135, 176–179, 214–217, 256–259; Writing Activity, 8, 15, 54, 71, 84, 96, 117, 130, 142, 149, 186, 195, 213, 224, 241, 255; Write On! 8, 33, 42, 54, 96, 111, 142, 161, 186, 203, 224, 231, 235 TE: Performance Task, 128–144, 270–286, 416–432, 560–576, 698–714, 840–856; Writing Activity, 18, 39, 162, 227, 261, 304, 373, 407, 450, 470, 602, 628, 693, 732, 790, 834; Write On!, 17, 101, 119, 158, 300, 352, 446, 513, 596, 663, 728, 752, 767

Standard	Descriptor	Citations
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>SE: Speaking Toolbox: Use Academic Language, 121; Group Discussion, 212; Listening Toolbox: Active Listening, 29, 117, 131, 165, 213; Collaborative Discussion (informational text), 20, 23, 29, 33, 59, 75, 104, 111, 116, 121, 154, 161, 165, 195, 203, 231, 237, 240, 246; Collaborative Discussion (narrative text), 14, 42, 61, 67, 71, 84, 107, 130–131, 149, 157, 174, 197, 212, 235, 254; Speaking Activity: Discussion, 43</p> <p>TE: Active Listening, 81, 372, 410, 527, 693; Listening to an Argument, 794; Collaborative Discussion (examples), 21, 35, 56, 64, 100, 118, 179, 192, 193, 223, 260, 300, 324, 351, 406, 446, 453, 486, 499, 527, 606, 623, 640, 63, 659, 686, 728, 735, 751, 767, 779, 784, 808</p>
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<p>SE: Listening Toolbox: Active Listening, 29, 117, 131, 165, 213; Listening to an Argument, 241; Class Discussions, 75 (rules, pay attention, listen); Listening to an Argument, 241</p> <p>TE: Collaborative Discussion (examples), 21, 35, 56, 64, 100, 118, 179, 192, 193, 223, 260, 300, 324, 351, 406, 446, 453, 486, 499, 527, 606, 623, 640, 63, 659, 686, 728, 735, 751, 767, 779, 784, 808</p>

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Common Core State Standards for English Language Arts, Grade 8

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SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<p>SE: Speaking Toolbox: Group Discussion, 212; Persuasive Speaking, 247; Listening Toolbox: Active Listening, 29, 117, 131, 165, 213; Speaking Activity: Discussion, 43</p> <p>TE: Speaking Toolbox: Group Discussion, 686; Active Listening, 81, 372, 410, 527, 693; Listening Toolbox: Active Listening, 81, 372, 410, 527, 693</p>
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<p>SE: Collaborative Discussion (informational text), 20, 23, 29, 33, 59, 75, 104, 111, 116, 121, 154, 161, 165, 195, 203, 231, 237, 240, 246; Collaborative Discussion (narrative text), 14, 42, 61, 67, 71, 84, 107, 130–131, 149, 157, 174, 197, 212, 235, 254</p> <p>TE: Collaborative Discussion (examples), 21, 35, 56, 64, 100, 118, 179, 192, 193, 223, 260, 300, 324, 351, 406, 446, 453, 486, 499, 527, 606, 623, 640, 63, 659, 686, 728, 735, 751, 767, 779, 784, 808</p>
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<p>SE: Listening Toolbox, 29, 75, 117, 131, 165, 213, 241; Language Cam Video, 8–9, 55, 96–97, 143, 187, 225; Podcasts (collaborative discussion), 22–23, 60–61, 106–107, 156–157, 196–197, 236–237</p> <p>TE: Listening Toolbox, 81, 243, 372, 410, 527, 693, 794; View and Compare and Contrast, 21, 165, 307, 453, 606–607, 735; Podcasts, 60–61, 186–187, 332–333, 494–495, 774–775</p>

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Common Core State Standards for English Language Arts, Grade 8

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SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<p>SE: Speaking Toolbox: Group Discussion, 212; Persuasive Speaking, 247; Listening Toolbox: Listening to an Argument, 241; Speaking Activity: Make an Argument, 247; Collaborative Discussion (informational text), 20, 23, 29, 33, 59, 75, 104, 111, 116, 121, 154, 161, 165, 195, 203, 231, 237, 240, 246; Collaborative Discussion (narrative text), 14, 42, 61, 67, 71, 84, 107, 130–131, 149, 157, 174, 197, 212, 235, 254</p> <p>TE: Listening to an Argument, 794; Active Listening, 81, 372, 410, 527, 693; Collaborative Discussion (examples), 21, 35, 56, 64, 100, 118, 179, 192, 193, 223, 260, 300, 324, 351, 406, 446, 453, 486, 499, 527, 606, 623, 640, 63, 659, 686, 728, 735, 751, 767, 779, 784, 808</p>
Presentation of Knowledge and Ideas		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>SE: Speaking Toolbox: Presentation, 21; Oral Presentations, 155; Speak Out! 29, 71, 75, 85, 105, 117, 121, 131, 161, 165, 175, 212, 241</p> <p>TE: Speaking Toolbox: Presentation, 57; Speaking Activity: Oral Presentation, 491; Speak Out! 29, 71, 75, 85, 105, 117, 121, 131, 161, 165, 175, 212, 241</p>
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<p>SE: Speak Out! Radio Advertisement, 161</p> <p>TE: Speak Out! Radio Advertisement, 513</p>

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.)	<p>SE: Speaking Toolbox, 21, 85, 121, 155, 174, 212, 247; Speak Out! 29, 71, 75, 85, 105, 117, 121, 131, 161, 165, 175, 212, 241; Collaborative Discussion (informational text), 20, 23, 29, 33, 59, 75, 104, 111, 116, 121, 154, 161, 165, 195, 203, 231, 237, 240, 246; Collaborative Discussion (narrative text), 14, 42, 61, 67, 71, 84, 107, 130–131, 149, 157, 174, 197, 212, 235, 254</p> <p>TE: Listening to an Argument, 794; Active Listening, 81, 372, 410, 527, 693; Collaborative Discussion (examples), 21, 35, 56, 64, 100, 118, 179, 192, 193, 223, 260, 300, 324, 351, 406, 446, 453, 486, 499, 527, 606, 623, 640, 63, 659, 686, 728, 735, 751, 767, 779, 784, 808</p>
Language Standards		
Conventions of Standard English		
L.8.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>SE: Edit, 47, 89, 135, 217, 259; Quick Reference: Punctuation, R39–R41; Capitalization, R42–R43; Vocabulary and Spelling, R62–R71</p> <p>TE: How English Works, 7, 16, 20, 31, 34, 38, 42, 55, 59, 63, 67, 80, 84, 88, 91, 103, 108, 117, 121, 151, 155, 160, 164, 173, 178, 182, 185, 195, 199, 206, 210, 222, 226, 230, 233, 245, 255, 259, 263, 293, 297, 302, 306, 319, 323, 327, 331, 341, 344, 350, 354, 367, 371, 375, 378, 391, 396, 405, 409, 439, 448, 452, 468, 477, 489, 493, 497, 501, 512, 515, 519, 525, 535, 540, 549, 553, 583, 587, 595, 618, 622, 630, 634, 639, 642, 651, 658, 662, 665, 676, 685, 688, 692, 721, 725, 730, 734, 743, 758, 769, 773, 778, 781, 793, 796, 803, 807, 817, 821, 829, 833</p>

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SE: Verbals and Verbal Phrases, R54–R55 TE: Gerunds, 151, 155, 160, 164, 173, 178, 182, 185; Infinitives, 195, 199, 206, 210, 222, 226, 230, 233, 245, 255, 259, 263
L.8.1b	Form and use verbs in the active and passive voice.	SE: Active and Passive Voice, R49 TE: Active Voice/Passive Voice, 293, 297, 302, 306, 319, 323, 327, 331
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	SE: Verbs, R47–R50 TE: Mood: Indicative, 341, 344; Mood: Imperative, 350, 354; Mood: Interrogative, 367, 371, 375, 378; Mood: Conditional, 391, 396; Mood: Subjunctive, 405, 409
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	SE: Active and Passive Voice, R49 TE: Active Voice/Passive Voice, 293, 297, 302, 306, 319, 323, 327, 331
L.8.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	SE: Edit, 47, 89, 135, 217, 259; Quick Reference: Punctuation, R39–R41; Capitalization, R42–R43; Vocabulary and Spelling, R62–R71 TE: Spelling, 140, 282, 428, 710, 852; Edit, 140, 282, 428, 710, 852
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	SE: Punctuation, R39–R41 TE: Edit, 140, 282, 428, 710, 852
L.8.2b	Use an ellipsis to indicate an omission.	SE: Ellipse, R40 TE: Edit, 140, 282, 428, 710, 852; Fluency, 40
L.8.2c	Spell correctly.	SE: Vocabulary and Spelling, R62–R71 TE: Weekly Spelling, 6, 30, 54, 79, 102, 130, 150, 172, 194, 221, 244, 272, 292, 318, 438, 460, 489, 511, 534, 562, 582, 604, 629, 645, 650, 675, 700, 720, 742, 768, 792, 816, 842

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
Knowledge of Language		
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: Edit, 47, 89, 135, 217, 259; Quick Reference: Punctuation, R39–R41; Capitalization, R42–R43; Vocabulary and Spelling, R62–R71 TE: How English Works, 7, 16, 20, 31, 34, 38, 42, 55, 59, 63, 67, 80, 84, 88, 91, 103, 108, 117, 121, 151, 155, 160, 164, 173, 178, 182, 185, 195, 199, 206, 210, 222, 226, 230, 233, 245, 255, 259, 263, 293, 297, 302, 306, 319, 323, 327, 331, 341, 344, 350, 354, 367, 371, 375, 378, 391, 396, 405, 409, 439, 448, 452, 468, 477, 489, 493, 497, 501, 512, 515, 519, 525, 535, 540, 549, 553, 583, 587, 595, 618, 622, 630, 634, 639, 642, 651, 658, 662, 665, 676, 685, 688, 692, 721, 725, 730, 734, 743, 758, 769, 773, 778, 781, 793, 796, 803, 807, 817, 821, 829, 833
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	SE: Active and Passive Voice, R49 TE: Active Voice/Passive Voice, 293, 297, 302, 306, 319, 323, 327, 331
Vocabulary Acquisition and Use		
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibly from a range of strategies.	SE: Multiple-Meaning Words, R66; Vocabulary Strategy: Using Context Clues, 14; Figurative Language, 59; Denotation and Connotation, 67; Description, 105; Scientific Terminology, 121; Antonyms, 154; Analogies, 161; Legal Terms, 203; Content Words, 246 TE: Multiple-Meaning Words, 42, 245e, 246e, 225, 238, 451, 570, 578g, 632, 708, 733, 753, 850

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE: Vocabulary Strategy: Using Context Clues, 14; Context Clues, 15, 57, 114, 162, 165, 191, 193, 203, 230, 243, R62 TE: Context Clues, 29, 36, 184, 316, 492, 520, 613, 615, 656; Critical Vocabulary (examples), 33, 62, 70, 90, 107, 177, 198, 214, 254, 322, 358, 467, 504, 539, 594, 638, 729, 749, 786, 802, 820; Specialized Vocabulary, 116, 232, 374, 661
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	SE: Prefix, 113, 162, R63; Building Vocabulary, 183; Suffix, 31, 114, 139, 162, R64; Roots: Cognates, 20; Morphology, 139; Roots, 162, 163, 202, R63, R64 TE: Prefixes, 120, 145k, 146o, 234, 235, 258, 317, 434g, 518, 664, 694; Suffixes, 8, 146o, 294, 440, 521, 578e, 588, 590, 592; Affixes, 146k, 578k, 718k
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE: Checking Dictionary, 42, 67, 84, 165, 203, R66; Using Reference sources, R66 TE: Use a dictionary to check meanings (examples), 15, 22, 33, 62, 90, 107, 116, 153, 177, 184, 198, 214, 231, 305, 308, 322, 395, 594, 619, 663, 775, 780
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE: Checking Dictionary, 42, 67, 84, 165, 203, R66; Using Reference sources, R66 TE: Verify the preliminary determination of the meaning of a word (examples), 657, 729, 736, 780

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>SE: Vocabulary Strategy: Figurative Language, 59; Language Choice, 24; Poetic Form, 68; Similes, 93, 99; Figurative Language, 58, 147, 156, 230, R62; Vocabulary Strategy, 14, 67, 105, 121, 154, 161, 203, 246, R62</p> <p>TE: Vocabulary Strategy: Figurative Language, 181; Activities: Figurative Language, 68, 176, 212, 223, 287d, 288i, 346, 441, 494</p>
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.	<p>SE: Irony, 68, R78; Idiomatic Expressions, 221; Vocabulary Strategy: Figurative Language, 59; Idioms, 69, 194, 227; Figurative Language, 24, 58, 68, 147, 156, 230, R62</p> <p>TE: Irony, 211, 212, 237; Idioms, 2e, 175, 288e, 288o, 299, 616, 633, 674, 715f, 723, 745, 805; Vocabulary Strategy: Figurative Language, 181; Activities: Figurative Language, 68, 176, 212, 223, 287d, 288i, 346, 441, 494</p>
L.8.5b	Use the relationship between particular words to better understand each of the words.	<p>SE: Vocabulary Strategy: Denotation and Connotation, 67; Antonyms, 154; Analogies, 161; Vocabulary and Spelling: Synonyms and Antonyms, R65; Denotation and Connotation, R65; Analogies, 158, R65; Homonyms, Homographs, and Homophones, R66</p> <p>TE: Vocabulary Strategy: Denotation and Connotation, 209; Antonyms, 490; Analogies, 514</p>
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	<p>SE: Vocabulary Strategy: Denotation and Connotation, 67; Vocabulary and Spelling: Denotation and Connotation, R65</p> <p>TE: Connotation and Denotation, 209, 287g, 578i, 598, 620, 715b</p>

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Common Core State Standards for English Language Arts, Grade 8

Standard	Descriptor	Citations
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.	<p>SE: Unit Vocabulary, 4–5, 58–59, 92–93, 138–129, 182–183, 220–221; Vocabulary Strategy, 14, 59, 67, 105, 121, 154, 161, 203, 246</p> <p>TE: Academic Vocabulary, 6, 30, 54, 79, 102, 130, 172, 194, 221, 244, 272, 318, 321, 340, 390, 418, 460, 488, 511, 582, 604, 629, 675, 742, 768, 808; Critical Vocabulary (examples), 33, 62, 70, 90, 107, 177, 198, 214, 254, 322, 358, 467, 504, 539, 594, 638, 729, 749, 786, 802, 820</p>